

Verona Public School District Curriculum Overview

Holocaust and Genocide Studies



Curriculum Committee Members:
Jessica Schram

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
Summer 2012
July 2018

Board Approval Date:
August 28, 2012
July 31, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Holocaust and Genocide focuses on the impact of inhumanity throughout the history of the world. This one semester course will trace the history of Genocide in Modern Society and the impact these events have had on policy and overall societal tolerance. The course will have a primary focus on the inhumane behavior displayed in Nazi Germany before and during World War II. The class will initially study of the roots of anti-Semitism in Europe. This will be followed by a study of the philosophy, literature, propaganda and economic circumstances that conditioned the German populace for acceptance of Anti-Semitic policies. After intensive study of this event, the course will demonstrate that genocide has occurred in multiple places throughout the world in the modern era. The course will explore genocides such as the Armenian genocide, the genocide of American Indians and the Rwandan Genocide. The class will conclude by discussing if it is possible to eliminate events such as these or if this type of behavior is implicit within human society.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p>None</p>	<ol style="list-style-type: none"> 1. New Jersey Commission on Holocaust Education 2. United States Holocaust Memorial Museum 3. Yad Vashem 4. Facing History and Ourselves 5. Echoes and Reflections 6. Jewish Virtual Library 7. Shoah Foundation 8. Anti Defamation League 9. The Gerda and Kurt Klein Foundation 10. Remember Education 11. Center for Holocaust and Genocide Education - College of St. Elizabeth

12. Center for Holocaust and Humanity Education
13. The Holocaust Resource Center at Kean University
14. Center for Holocaust and Genocide Studies' Virtual Museum - University of Minnesota
15. Museum of Jewish Heritage
16. UNESCO Education for Holocaust Remembrance
17. Genocide Education Project
18. Genocide Teaching Project - American University
19. German Propaganda Archive - Calvin College
20. United Nations Outreach Programme
21. Holocaust Denial on Trial
22. Holocaust Teacher Resource Center
23. Museum Fellowship Teaching Resources
24. Anne Frank House Teachers' Portal
25. Armenian National Institute
26. Arnold-Liebster Foundation
27. Centre for Holocaust Education and Scholarship - Carleton University
28. Cohen Center for Holocaust & Genocide Studies - Keene State College
29. Coming of Age in the Holocaust

Unit Title / Topic 1: The Warning Signs of Genocide

Unit Duration: 5 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.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

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Define genocide and utilize the warning signs to determine genocidal intent through the examination of primary sources
2. Evaluate explanations have been presented to account for the commitment of gross human rights violations.

Meaning

<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Genocide is possible because human nature allows for its existence. ● Examination of the Holocaust and various genocides is essential to prevent future societal atrocities. ● Our choices are shaped by internal and external factors that influence our identity and behavior. ● There are various internal and external factors that contribute to one's identity. ● There are a variety of factors that contribute to societal belonging, including, but not limited to, socio- economics, political, cultural, religious, etc 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is genocide and other acts of mass violence possible? □ ● Why study & analyze the Holocaust & various genocides? □ ● Why do we make the choices we make? How do our choices impact how we behave? □ ● What factors shape one's identity? □ ● How do people make decisions about who belongs & who is excluded? □
---	---

Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● The definitions of genocide and Holocaust ● The role of groupthink in acts of genocide ● The progression of events leading up to genocide ● The qualities of humankind that, when combined with situational factors and stimuli, lead to aggressive, violent, and potentially genocidal behaviors ● The positive and negative behaviors associated with obedience, conformity, and silence ● The criteria and causes of genocide 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define genocide and Holocaust. ● Analyze the concepts of responsibility, values, and morality. ● Define and explain the nature of prejudice as a universal human phenomenon ● Determine Raphael Lemkin's role in creating the Human Rights Declaration of 1948 condemning genocide. ● Analyze and describe historical images from the Holocaust. ● Identify factors that contribute to genocidal intent and ultimately define a human rights violation as genocide. ● Discuss general theories of human nature and relate these to personal experiences. ● Examine aggression and cruelty as parts of human nature. ● Examine the positive and negative behaviors associated with obedience, conformity and silence. ● Explain the political difficulties involved in labeling an occurrence genocide
---	--

Stage 2: Acceptable Evidence

Stimulate World Action: Utilizing a historical image, write a description of how this photograph can raise world consciousness; Utilizing Waller's Model, research a perpetrator profile associated with World War II or the Armenian Genocide and delineates how the perpetrator fits the model and the laws that were applied to this perpetrator profile.

Stage 3: Activities

1. Comparing definitions of genocide
2. Shoah Foundation video introduction to Genocide
3. Evaluation of the 10 stages of Genocide (Dr. Gregory Stanton)
4. Evaluation of eyewitness testimony through the lens of the 10 Stages of Genocide
5. Poster Gallery walk analysis of 10 stages of genocide
6. Journal entry response to Jan Karski quote
7. Milgram Shock Experiment
8. Zimbardo Stanford Prison Experiment
9. Milgram Revisited video
10. REad and discuss the article *My Name is Adolf Eichmann*
11. Read article *Man's Search for Meaning*, by Viktor Frankl, use the questions at the end of the article as a catalyst for writing
12. Administer and discuss results of *The Human Nature Survey*
13. Define aggressive behavior and provide examples to illustrate this definition
14. Read *Sources of Aggression* and summarize the theories of aggression that are described, discussing which may be supported by students' observations
15. Read and interpret experts' views on aggression using *Man in Innately Aggressive* (Robert Ardrey), *The Drowned and the Saved* (Primo Levi), *Conformist Aggression* (Eric Fromm) and *Memory of the Camps* (Frontline)

Unit Title / Topic 2: The Armenian Genocide

Unit Duration: 7-8 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”
- 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.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy

New Jersey Student Learning Standards (NJSLs) for Literacy:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Evaluate factual evidence to argue Armenia was a genocide
2. Analyze how the Armenian Genocide is perceived globally today.

Meaning

Students will understand:

- The nature of genocide and the causes, manifestations and efforts at prevention
- The causes and effects of the Armenian Genocide on Armenian, Turkish, and World History
- How the Armenian Genocide has affected Armenia and what is its legacy on world history

Essential Questions:

- How is power gained, used, and justified?
- When does conflict come to a point of no return?
- How does technology impact the course and outcome of war?
- How has the legacy of the Armenian Genocide been impacted by genocide denial?

Acquisition of Knowledge & Skills

Students will know:

- The motivation, causes, and consequences of the genocide of the Armenians
- The Armenian genocide refers to the physical annihilation of ethnic Armenian Christian people living in the Ottoman Empire from spring 1915 through autumn 1916
- At least 664,000 and possibly as many as 1.2 million died during the genocide, either in massacres and individual killings, or from systematic ill treatment, exposure, and starvation
- The destruction of the Armenians was closely linked to the events of WWI
- The plight of the Armenians triggered an unprecedented public philanthropic response in the United States

Students will be able to:

- Develop and articulate a definition of genocide
- Explain the political difficulties involved in labeling an occurrence genocide.
- Analyze the root causes of events other than the Holocaust that have been identified as genocides.
- Analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.
- Analyze the concepts of responsibility, values and morality
- Examine aggression and cruelty as parts of human nature
- Demonstrate a sense of empathy with those who have suffered violations of their human rights
- Reassess their generalizations about human nature in light of their study of genocide.
- Investigate different acts of genocide throughout history, in order to understand its causes, common manifestations, and efforts towards prevention

Stage 2: Acceptable Evidence

Transfer Task

Writing Prompt: In the face of Armenian Genocide denial by the Turkish government today, write a letter detailing and sourcing factual evidence that classifies the Armenian Genocide as a genocide. (Audience: Turkish Consulate in Washington, DC or the U.S. State Dept.)

Stage 3: Activities

1. Reflection on the 10 stages of genocide
2. Picture timeline of the Armenian genocide within the 10 Stages
3. Facing History introductory reading and video
4. Eyewitness testimony analysis
5. The Armenian Genocide: Context and Legacy reading
6. BBC documentary - *The Betrayed*
7. *Never Shall I Perish*
8. *The Promise*
9. Denial Tic Tac Toe
10. Define prejudice after reading the selection from the chapter "What is the Problem?"
11. Recognize and define profiles of people who display prejudice, stereotyping, scapegoating, and bigotry

Unit Title / Topic 3: Jewish Life Before the Holocaust

Unit Duration: 6-7 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

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.

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Develop an understanding of the importance of recognizing and appreciating differences, whether individual, cultural, religious, or otherwise.

Meaning

Students will understand that:

- There are a variety of factors that contribute to societal belonging, including, but not limited to, socio- economics, political, cultural, religious, etc. □
- Stereotypes are based on preconceived, overgeneralized assumptions of specific groups of people. □
- Stereotypes are the foundation of prejudicial ideas & behaviors.
- Genocide is a possible consequence of prejudice and discrimination

Essential Questions:

- How do people make decisions about who belongs & who is excluded? □
- What contributes to the creation of stereotypes? □
- How do stereotypes lead to prejudice? □

Acquisition of Knowledge & Skills

Students will know:

- The differences between Jewish life in Eastern and Western Europe before WWII
- When the Nazis came to power in Germany in 1933, Jews were living in every country of Europe
- A total of roughly nine million Jews lived in the countries that would be occupied by Germany during World War II
- The largest Jewish populations were concentrated in eastern Europe, including Poland, the Soviet Union, Hungary, and Romania
- Jews could be found in all walks of life, as farmers, tailors, seamstresses, factory hands, accountants, doctors, teachers, and small-business owners
- The historical evolution of antisemitism
- Antisemitism did not start with Hitler's rise to power
- What life was like in Germany and other European countries prior to and after Hitler and the Nazi party came to power
- Events between 1933 and 1939 increased discrimination against Jews in Germany and occupied Europe

Students will be able to:

1. Analyze the complexities of Jewish life before the Holocaust
2. Analyze how antisemitism has changed over time
3. Develop an understanding of pre-World War II Jewish religious, cultural, and communal life in Europe in order to distinguish individual lives from the statistics of the Holocaust
4. Define and explain the nature of prejudice as a universal human phenomenon.
5. Define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.
6. Define and examine the history of anti-Semitism from ancient times to 1933.
7. Investigate current extremist groups and examine whether advanced education and culture reduce the potential for genocide.
8. Reassess their previous generalizations about human nature in light of their study of prejudice and genocide.
9. Form a generalization about Jewish life in Europe prior to the Holocaust.

Stage 2: Acceptable Evidence

Transfer Task

Elders of Zion reaction paper

- How has a false report created in Russia more than 100 years ago come to shape opinions in the 21st century?
- Why do some people continue to use the *Protocols* as “proof” of a Jewish conspiracy despite the fact that it has been proven to be false?

Stage 3: Activities

1. Video introduction to Jewish life in Europe before the Holocaust from Yad Vashem “Glimpses of Jewish Life Before the Holocaust” with video questions
2. “Jewish Life in Europe Before the Holocaust” reading and map analysis. Class discussion to follow.
3. Do Now: in your own words, define the term “antisemitism”
4. We vs. They video (Yad Vashem) with analysis questions
5. Analyze the historical evolution of antisemitism (Summary of antisemitism reading)
6. Homework: watch Yad Vashem video “History of Antisemitism” with video questions
7. Survivor testimony analysis of pre-war life (Echoes and Reflections) with class discussion
8. Examples of historical anti-semitism – Blood Libel Protocols of the Elders of Zion
 - a. Blood Libel: *The Power of a Lie: The History of Blood Libel*, and reading the excerpt from *A Convenient Hatred: A History of Antisemitism*, answer the questions below.
 - b. USHMM online exhibit + analysis of book covers
 - c. *The Myth of a Jewish Conspiracy* reading (Facing History)
9. Watch documentary *Elders of Zion* (permission slip!)
10. Read Origins of the Myth and The Mythic Nazi Propaganda
11. Identify the authors of the Protocols of Zion and their motivations

Unit Title / Topic 4: Nazi Ideology

Unit Duration: 5-6 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

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.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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.

New Jersey Student Learning Standards (NJSLs) for Literacy:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Analyze the historical background of Nazi anti-Semitism, paying particular attention to social, economic, and political conditions within post war Germany.
2. Understand the global and domestic conditions that led to the rise of Nazi Germany

Meaning

Students will understand that:

- Economic instability gives rise to demagoguery.
- Wars alter the social, political, economic, and social structures of individual countries, often in a negative sense.
- Various internal and external factors cause individuals to resist or obey authority. □
- Adversity creates conditions that □allow society to embrace extreme ideas as a solution to difficult times.□
- People often scapegoat during times of adversity in order to improve their individual situation. □

Essential Questions:

- What makes some people resist and others obey authority? □
- How can adversity lead to extremism? □
- Is scapegoating an essential component of human behavior? □

Acquisition of Knowledge & Skills

Students will know:

- The Treaty of Versailles set harsh penalties on Germany, which will lead to WWII
- Fascism is the political system characterized by extreme nationalism and where the interests of state are placed over the individual.
- The Weimar Republic failed due to various political groups vying for power.
- Under Hitler, Germany would transform into a totalitarian state.
- Events between 1933 and 1939 increased discrimination against Jews in Germany and occupied Europe
- How German and European politics provided the basis for the rise of Nazism
- The changes that took place in Germany after the Nazis took power
- The impact of the Nuremberg laws on Jews living in Germany
- That just because the Holocaust happened does not mean it was inevitable

Students will be able to:

- Evaluate why different groups were targeted by the Nazis for extermination
- Analyze the role and responsibility of the individual in interrupting the escalation of hate and violence.
- Evaluate how Germany's defeat in World War I contribute to Hitler's rise to power
- Analyze the legalization of genocide by the Nazi Regime
- Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- Analyze and form conclusions about the late 19th and early 20" century German politics that provided the seedbed for the rise of Nazism.
- Demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.
- Determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior.
- Reassess their views of human nature in light of new knowledge they acquired about Hitler's life and the Nazi Party in Germany.
- Examine policies, laws and teachings in the years immediately following the Nazi assumption of power that led to the Holocaust.

- Describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany.

Stage 2: Acceptable Evidence

Transfer Task

Create a chart that demonstrates the impact of Nazi ideology upon each victim group and locate a photo (i.e. artwork, artifact, historical image) from the USHMM photo archives which aligns with each victim group.

Stage 3: Activities

1. Do Now: What rights are most important to me? Ranking
2. Read *Germany's Defeat in World War I* in Crisis, Conscience and Choices curriculum.
3. Read Nazi German and Anti-Jewish policy and answer analysis questions
4. Watch testimonies on Anti-Jewish Policy in the 1930s with analysis questions
5. Nazi Pyramid of Hate activity
6. Examine the Nuremberg Laws document – determine the escalation of marginalization against Jews and the impact.
 - a. Analyze the racial theories which assisted in developing Nazi ideology.
 - b. Identify aspects of German society in which Nazi ideology was published. (i.e. biology textbooks, children's books, propaganda posters, etc.)
 - c. Read Joseph Goebbels diary entry of April 1, 1933 in which he validates the action. Read a Jewish response to the boycotts by Robert Weltsch.
7. "Some Were Neighbors" -examine photographs from the Holocaust which may or may not be familiar to them. By examining the photographs, first without a caption and then with a caption, students see the behaviors of ordinary individuals and think about the pressures and motives that might have shaped the behaviors
8. Analyze the impact of key individuals on the development of the world of Hitler and the Nazis
9. Read selection from *The Rise and Fall of the Third Reich*
10. Compare and contrast political, social, and economic conditions in pre and post WWI Germany
11. Read *Honor the Yellow Badge* and analyze
12. Read *David Rosenstein's Dilemma* (with analysis questions)
13. Evaluate connections between the American and Nazi eugenics movements

Unit Title / Topic 5: Kristallnacht

Unit Duration: 2-3 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

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.

New Jersey Student Learning Standards (NJSLs) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Analyze why Kristallnacht has become a key turning point in Holocaust history

Meaning

Students will understand that:

- Acts of genocide can increase in scale as a result of industrial advancement for efficiency.
- The Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder
- The development of systematic Nazi law led to the erosion of Jewish rights and the dehumanization and mass murder that became known as the Holocaust
- The Nazis codified into law racism and anti-Semitism

Essential Questions:

- How could a society that is politically and culturally liberal and progressive fall victim to a government that espouses intolerance, discrimination, and hatred?
- What choices do individuals have in the face of an emerging dictatorship? What can they do to nurture democracy and help it survive?
- What roles do institutions, such as the media, law enforcement, schools, churches, and industry, play in sustaining democracy or enabling its destruction?
- In what ways did the Nazis use laws to create “in” groups and “out” groups in German society?
- What were some of the reasons that the Nazis’ idea of a “national community” appealed to many Germans?

Acquisition of Knowledge & Skills

Students will know:

- The Holocaust was designed to purify Europe, and eliminate Jews, political prisoners, homosexuals, gypsies, and “asocial people.”
- Hitler wanted to erase Jewish culture from existence, not just the people.
- Nazi policies of persecution escalated over time
- Kristallnacht owes its name to the shards of shattered glass that lined German streets in the wake of the pogrom
- The Nazis disguised the organized nature of the pogroms. They described the actions as justifiable and spontaneous responses to the assassination of a German diplomatic official
- During the pogrom, some 30,000 Jewish males were rounded up and taken to concentration camps.
- Kristallnacht marks the first instance in which the Nazi regime incarcerated Jews on a massive scale simply on the basis of their ethnicity
- The pogrom proved especially destructive in Berlin and Vienna, home to the two largest Jewish communities in the German Reich
- In the aftermath of Kristallnacht, the Nazi regime ordered the Jewish community to pay a 1 billion Reichsmark “atonement tax”

Students will be able to:

- Describe how ideological differences can foster warfare
- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Investigate the escalation of Nazi policies of persecution
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Writing Prompt: Focus on the photographic image of local residents witnessing the burning of a ceremonial hall at the Jewish cemetery in Graz, Austria during Kristallnacht, November 9 – 10, 1938. Observe the destruction of the onlookers. The photo does not express a reaction from the witnesses, however, through your studies you know that some of the residents were perpetrators, bystanders, victims and upstanders.

Stage 3: Activities

1. Read *Kristallnacht: The November Pogroms* by Michael Berenbaum.
2. Complete a picture timeline of Kristallnacht.
3. Examine a letter from Herschel Grynszpan detailing his arrest during Kristallnacht.
4. Analyze Reinhard Heydrich's *Instructions Against Jews* dated November 10, 1939.
5. iWitness activity "Some Were Neighbors"
 - a. <http://iwitness.usc.edu/SFI/Activity/Detail.aspx?activityID=1262&retainFilter=true>
 - b. Students will select a photograph and reflect on what it reveals about the events of Kristallnacht
 - c. Analyze information from a short film, maps, and an article to gain a deeper understanding of the events of that night.
 - d. Listen to testimony of survivors and with the previous information answer the reflection question "How did the actions of ordinary people shape the events of Kristallnacht?"

Unit Title / Topic 6: Nazi Propaganda

Unit Duration: 3-4 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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.

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Evaluate how propaganda was utilized during the Nazi era as biased information designed to shape public opinion and behavior
2. Assess when propaganda is most dangerous, evaluate what makes individuals vulnerable to propaganda
3. Understand the impact of propaganda not only during the period of the Holocaust, but also its impact on our society today.

Meaning

Students will understand that:

- Various internal and external factors cause individuals to resist or obey authority.
- The Nazis attempted to 'brainwash' Germans into believing anti-semitic propaganda.
- Our choices are shaped by internal and external factors that influence our identity and behavior. □
- In the face of injustice, people must choose to follow societal law or act upon their conscience. □
- The Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder

Essential Questions:

- What are the roots of genocide and race-based ideologies?
- What makes some people resist and others obey authority?
- How does society influence our identity and the choices we make?
- What choices do people make in the face of injustice?

Acquisition of Knowledge & Skills

Students will know:

- The Nazis were skilled propagandists who used sophisticated advertising techniques and the most current technology of the time to spread their messages.
- Adolf Hitler created a Ministry of Public Enlightenment and Propaganda to shape German public opinion and behavior
- Nazi propaganda played an integral role in advancing the persecution and ultimately the destruction of Europe's Jews
- Techniques commonly used in propaganda and how to identify them
- The differences between propaganda, education, indoctrination, and objective news
- How images and symbols affect point of view
- How the Nazis used propaganda to manipulate the masses
- The importance of critical thinking skills to the democratic process

Students will be able to:

- Describe how ideological differences can foster warfare
- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Examine the role of the media and propaganda in promoting Nazi ideology
- Evaluate the continuing role of mass media and propaganda in Nazi Germany including the use of the "Big Lie" and the corruption of language
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Journal entry in reaction to exhibit exploration

1. What is one artifact, poster, video, or photograph you saw in State of Deception that you are continuing to think about after last class? *Why* did it make an impression on you?
2. How did new communication technologies amplify the Nazis' messages? How and why were youth targeted by Nazi propaganda? Why were youth more vulnerable to propaganda messages?
3. What can we take away and apply when we encounter propaganda today? What makes communities vulnerable to extreme messages? How can we identify problematic propaganda as a "warning sign" of a potentially dangerous situation? What might be the consequences of propaganda unchecked? What can individuals in communities do to respond to problematic propaganda?

Stage 3: Activities

1. Do Now: Rewrite three words from the United States Holocaust Memorial Museum's definition of propaganda that stand out to you. How does each word contribute to our understanding of propaganda, how it is created, and its goals/effects
2. Watch the film "Path to Nazi Genocide" and complete the USHMM viewing guide
3. Have students analyze three propaganda posters, focusing on visual elements, slogans, and intended audience to determine how the posters played on people's fears, grievances, and emotions (handout from USHMM, project posters as well for viewing)
4. Discuss how the Nazis used political propaganda and manipulated schools, the mass media, and the arts as a way to indoctrinate and convince the masses to accept the Nazi philosophy.
5. Exhibit Exploration
 - a. Arrange desks into 6 groups, with a propaganda theme in the middle of each (printed and laminated) – 4 pieces per theme along with a Chromebook at each station cued to the lesson <https://sites.google.com/site/propagandalessonstudy/>
 - b. Each student will get an analysis packet. Each rotation should be about 8 minutes
6. Propaganda USHMM Holocaust Encyclopedia webquest with embedded questions
7. Watch the film Triumph of the Will as a basis for developing tentative conclusions regarding the impact of this film on public support for the Nazis
8. Read the handout The Techniques of Propaganda, using questions for analysis/discussion
9. View the Eternal Jew and evaluate its use as propaganda
10. Analyze speeches by Joseph Goebbels

Unit Title / Topic 7: Salvaged Pages

Unit Duration: 5 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

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.

New Jersey Student Learning Standards (NJSL) for Literacy:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Demonstrate understanding of children’s diaries during the Holocaust; why they wrote, who was their audience, what did they know about the actual events around them, and what inspired them to continue writing under oppression

Meaning

Students will understand that:

- Diaries provide readers with a varied and complex view of young people who lived and died during the Holocaust.
- Writers during the Holocaust were chronicling a series of events as they happened to their community, or captured a scene as it occurred to people they may not know but who nevertheless shared their existential plight

Essential Questions:

- What compels someone to keep a diary?
- How do diaries written in moments of historical crisis differ from those written in less turbulent times? Are some diaries more important than others? More useful? More valuable?
- Are diaries private by definition? Is reading a diary a violation of privacy? Are there circumstances in which the historical value of the diary outweighs the writer’s potential wish for privacy?

Acquisition of Knowledge & Skills

Students will know:

- At least 1.1 million Jewish children were murdered during the Holocaust.
- Very few of the millions of children persecuted during the Holocaust wrote diaries and journals that have survived.
- Each diary reflects a fragment of its author’s life.
- Child diaries and journals from the Holocaust era can be grouped into three broad categories:
 - Those written by children who escaped German-controlled territory and became refugees or partisans
 - Those written by children living in hiding
 - Those maintained by young people as ghetto residents, as persons living under other restrictions imposed by German authorities, or, more rarely, as concentration camp prisoners

Students will be able to:

- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Reflective Journal Entry on “I’m Still Here”

Stage 3: Activities

1. Explore WHY the diarist chose to keep diaries. (i.e. to set things right, confide private thoughts, keep loved ones close, express despair, for the public.)
2. Read the Introduction to *Salvaged Pages* which outlines the author's thesis for this research – to demystify the accepted concept that Anne Frank's diary IS the exclusive account of diaries during the Holocaust.
3. Read diaries to identify the historical connections these writers recorded in their diaries in the moment and are today considered important historical facts from the Holocaust era
4. View "I'm Still Here" an MTV documentary of the young diarists included in *Salvaged Pages*.

Unit Title / Topic 8: Ghettoization

Unit Duration: 5-6 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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.

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence

RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Explain the aims of the Nazis in establishing ghettos
2. Describe what life was like for Jews imprisoned in ghettos; Identify ways that Jews forced to live in ghettos attempted to maintain their dignity and preserve some of their previous ways of life
3. Analyze various ways that individuals respond to unjust actions and the possible reasons behind those responses; Interpret primary source documents—including clips of visual history testimony—that represent the experiences of those forced to live in the ghettos.

Meaning

Students will understand that:

- Acts of genocide can increase in scale as a result of industrial advancement for efficiency.
- The Holocaust developed its own language of euphemism that helped to give the illusion of legitimizing the greed, the looting of possessions and profiting from the victims that were consistent motives for many perpetrators of crimes against humanity
- Despite a common misconception that there was no resistance, Jews did resist the Nazis
- The Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder

Essential Questions:

- How did the Nazis' beliefs about "race and space" influence Germany's violent aggression toward other nations, groups, and individuals in the first years of World War II? Who benefited from this aggression? Who suffered because of it?
- How did the war change the opportunities for dissent or resistance against the Nazi regime? What were the consequences of protest?

Acquisition of Knowledge & Skills

Students will know:

- The Holocaust was designed to purify Europe, and eliminate Jews, political prisoners, homosexuals, gypsies, and “asocial people.”
- Hitler wanted to erase Jewish culture from existence, not just the people.
- Ghettos were meant to be temporary - some lasted only a few days or weeks, others for several years
- Ghettos were often enclosed districts that isolated Jews by separating Jewish communities from the non-Jewish population and from other Jewish communities.
- There were three types of ghettos: closed, open, and destruction
- The first ghetto was established in Poland in October 1939; the largest ghetto was the Warsaw ghetto
- The legal and physical methods used by the Nazis when moving Jews into ghettos
- The physical effects of ghetto life on the inhabitants
- Ghetto residents frequently smuggled food, medicine, weapons, or intelligence across the ghetto walls
- The vast majority of ghetto inhabitant from disease, starvation, shooting, or deportation to killing centers

Students will be able to:

- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Examine the effects of the living conditions in the ghettos, concentration camps and death camps on the victims as reflected in literature, art and music
- Analyze the involvement with and responses to Nazi persecution policies by Germans and collaborators from other nations
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence**Transfer Task**

After viewing “Uprising”, complete a reflective film journal “In very challenging times, the importance of remaining hopeful and the persistent belief that one’s situation will improve is crucial. However, this outlook and attitude is difficult to maintain over a long period of time. Do you believe there is a certain point when people begin to lose hope? If so, what do you think that point is? Do you think it is the same for everyone? Has the loss of hope ever happened to you? Have you witnessed it in others? How does a person restore hope?”

Stage 3: Activities

1. Do Now: Write the word “ghetto” on the board. Have students share what they know about the word and record their responses. Follow this discussion by sharing the history of the word
2. Read “The Beginning of Ghettoization” by Michael Berenbaum.
3. Analyze the order by Reinhard Heydrich of September 21, 1939 which mandated the institution of ghettos.
4. Determine the geographic expanse of the ghettoization process. Identify specific ghettos in Poland and Czechoslovakia that are connected to the diarists in Salvaged Pages.
5. Instruct students to divide a piece of paper into three columns and label the columns “control,” “confine,” and “weaken.” Introduce students to Leo Berkenwald, Milton Belfer, and George Shainfarber and then show their clips of testimonies. Have students complete the chart with specific examples they hear in the testimonies about what life was like in the Lodz ghetto. Partner discussion afterwards
6. Read and discuss the diary of Dawid Sierkaowiak with discussion questions
7. Webquest on USHMM Holocaust Encyclopedia on the Ghettos - embedded questions within each of the 5 sections
<https://encyclopedia.ushmm.org/content/en/article/ghettos?series=19182> s
8. View the film “Uprising” which depicts the daily life of the Warsaw Ghetto and the eventual revolt undertaken by the Jewish youth.
9. Watch video A New Germany and summarize major events and implications of the conquest of Poland
10. Make a list of principle ghettos in Eastern Europe and place them and respective populations on a class map
11. Examine and describe life in the ghettos and the “choiceless choices” people were forced to make
12. Read the story Life in the Ghettos: A Moral Dilemma and analyze the choiceless choices

Unit Title / Topic 9: The Camp System

Unit Duration: 7-8 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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.

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence

RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Explain the purpose of the mobile killing squads and extermination camps in Nazi Europe
2. Summarize the role of Nazi ideology in the location of the extermination camps
3. Interpret a variety of primary sources—visual history testimony, artifacts, artwork—used to document conditions of life and death in the camps
4. Identify specific ways that Jews imprisoned in the extermination camps attempted to maintain their humanity
5. Identify ways that individuals and groups act responsibly or evade responsibility

Meaning

Students will understand that:

- The Nazis steadily increased their persecution of Jews and eventually set up death camps in Eastern Europe and tried to kill all the Jews in Europe
- Extermination plans evolved in stages, as a result of initiatives from bureaucrats who were responding to other policy failures
- The Holocaust developed its own language of euphemism that helped to give the illusion of legitimizing the greed, the looting of possessions and profiting from the victims that were consistent motives for many perpetrators of crimes against humanity
- Acts of genocide can increase in scale as a result of industrial advancement for efficiency.
- The Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder

Essential Questions:

- What are the roots of genocide and race-based ideologies?
- How did the Nazis' beliefs about "race and space" influence Germany's violent aggression toward other nations, groups, and individuals in the first years of World War II? Who benefited from this aggression? Who suffered because of it?
- What influenced many Germans to continue supporting the Nazi government even as their nation started a new war and began murdering portions of both the German population and the populations of other countries?
- What can we learn about human behavior from confronting this history?

Acquisition of Knowledge & Skills

Students will know:

- The Holocaust was designed to purify Europe, and eliminate Jews, political prisoners, homosexuals, gypsies, and "asocial people."
- Between 1933 and 1945, Nazi Germany and its allies established more than 42,000 camps and other incarceration sites
- The perpetrators used these sites for a range of purposes, including forced labor, detention of people thought to be enemies of the state, and mass murder
- In March 1933, the first concentration camp, Dachau, opened outside of Munich, Germany. It was used primarily for political prisoners and was the longest running camp in operation, until its liberation in April 1945.
- There were more than 42,000 incarceration sites during the Holocaust
- Not all facilities established were concentration camps, though they are often referred to that way.

Students will be able to:

- Examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps
- Examine the major obstacles to defying and resisting Nazi authority
- Identify and analyze the various forms of Jewish and non-Jewish unarmed resistance
- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

- Types of camps included concentration camps, forced labor camps, transit camps, POW camps, killing centers

Stage 2: Acceptable Evidence

Transfer Task

Writing Prompt: Throughout this unit you have considered two important questions regarding the Holocaust: How was the Holocaust humanly possible? and Why did the Holocaust happen? Respond to either or both of those questions in light of the material you have studied.

Stage 3: Activities

1. Do Now: KWL chart on Final Solution
2. Analyze the Wannsee Conference documents to determine the policies designed to enact the Final Solution.
3. Analyze maps which depict the geographical expanse of the camp system.
4. Identify basic differences between concentration camps and the 6 major extermination camps in Poland.
5. Testimonies of Ellis Lewin and Abraham Bomba with analysis questions and discussion
6. Identify daily life in the camp system with particular focus on Auschwitz-Birkenau.
7. Introduce students to Elie Wiesel and read an excerpt from *Night* with analysis questions
8. Auschwitz Album
9. Divide the class into small groups and assign each group one of the poems or the piece of art. Working in their small groups, have students discuss the questions below (prepared in advance on the board or on a handout) that pertain to the piece they have been assigned. After completing the small-group assignment, have groups share their observations and analysis with the rest of the class. Encourage students to listen for any differences in how groups with the same document interpreted the words or images.
10. Do Now: Explain to students that many people ask the question, "How was it humanly possible?" when studying the Holocaust. Ask them to think about this seemingly simple, yet complex, question in light of the survivor testimony they just watched
11. Distribute Interview with Franz Stangl. After reading the interview together, use some or all of the questions below in a whole-group discussion
12. Homework: Final Solution Reading (E&R)
13. Utilize *Inside the Nazi State* to explain the inner workings of Auschwitz: Beginnings, Orders and Initiatives, Corruption, Murder, Liberation.
14. USHMM Holocaust Encyclopedia section on Nazi Camps webquest with embedded questions
15. Memory of the Camps (Frontline)
16. Reexamine the chronology of events from the Nuremberg Laws leading to the Wannsee Conference
17. Identify goals of the Wannsee Conference by examining primary source documents of that event and viewing the video *The Wannsee Conference*
18. Read the excerpt *Concentration Camps* and write a brief summary of the evolution of the camps, the similarities, and differences among them, and their role in the Holocaust
19. View the section from Schindler's List in which Schindler hoses down transport trains and discuss (use in conjunction with excerpt from *Night*)
20. Watch video Auschwitz: If You Cried You Died
21. Analyze Itzhack Belfer's drawings from the Holocaust
22. Examine sketches by Ella Lieberman-Shiber and the accompanying captions
23. Create a series of drawings that reflect realities, fears, horrors, frustrations, hopes, and/or aspirations revealed in the diaries of camp survivors

Unit Title / Topic 10: Reactions to Genocide

Unit Duration: 8 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.

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

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences

6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts

New Jersey Student Learning Standards (NJSLS) for Literacy:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence

RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Differentiate between the concepts of “guilt” and “responsibility” when discussing the actions or inactions of individuals or group
2. Identify the role of the individual to ensure a safe and free society.

Meaning

Students will understand that:

- In the face of injustice, people must choose to follow societal law or act upon their conscience and partake in civil disobedience.
- After World War II, both international and domestic courts conducted trials of accused war criminals
- Human tragedy often raises awareness that promotes society to act in the face of atrocities. □
- All members of society are held accountable for genocide.
- Genocide often changes the way in which society perceives justice.

Essential Questions:

- What makes some people resist and others obey authority? □
- Is it acceptable to disobey the law in favor of obeying one’s conscience?
- Does personal gain outweigh the collective good of a society? □
- How do you evaluate the legacy of significant historical events? □
- How does human tragedy impact future socio-political actions? □
- What is justice? Can justice be achieved after mass murder on the enormous scale of the Holocaust?
- How can we know whether or not justice has been achieved?
- What role, if any, do vengeance and forgiveness play in seeking justice after mass atrocities?
- What is the purpose of a trial? What role might trials play in achieving justice after war and genocide?
- Are there standards of right and wrong that are more important than the laws of any country?

Acquisition of Knowledge & Skills

Students will know:

- After the war, many ordinary Germans and Europeans claimed that they were “not involved,” that they were “bystanders” to the events of the Holocaust.
- “Bystanders” is a catch-all term that has often been applied to people who were passive and indifferent to the escalating persecution that culminated in the Holocaust.
- Judges from the Allied powers—Great Britain, France, the Soviet Union, and the United States—presided over the hearings of twenty-two major Nazi criminals
- Four newly defined categories of crimes were created:
 - conspiracy—engaging in a conspiracy to commit crimes against the peace, war crimes, and crimes against humanity.
 - crimes against peace—planning and waging war
 - war crimes—violations of existing laws concerning mistreatment of enemy combatants and prisoners of war; deliberately causing death or injury to civilian populations outside of military necessity.
 - crimes against humanity—the “murder, extermination, enslavement, deportation ... or persecution of an individual on political, racial, or religious grounds.”

Students will be able to:

- Evaluate how the international community conceptualized and defined massive human rights violations
- Explain the purpose and outcomes of the Nuremberg Trials as well as other war crimes trials that took place after the war
- Evaluate the culpability of the free world in what ultimately happened to the Jews of Europe
- Analyze the concepts of responsibility, values and morality
- Compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resistor, and rescuer
- Articulate the personal and universal consequences of indifference to the preservation of human rights
- Differentiate between a crime and a war crime.
- Examine the organization and set up of the Nuremberg War Crimes Tribunal, and compare and contrast the sentences given to the 22 original Nazi defendants.
- Analyze the wider issues of conscience beyond the scope of the first set of Nuremberg Trials.

- Assess the reality of attempts at Holocaust denial and formulate appropriate responses to such attempts within the principles of a democratic society.
- Reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society.
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Denial film reflection: What is the role of the individual within a society to ensure that all of its citizens are free and safe? Is the responsibility of an individual in a democratic society even greater than that of an individual living in an autocratic society? Why or why not? Should the individual play the same or a similar role regarding the freedom and safety of people outside his or her community or country?

Stage 3: Activities

1. Do Now: Write the following words on the board or on chart paper: “guilt” and “responsibility.” Allow time for students to brainstorm the meaning of each term. Leave the brainstorming activity visible, and encourage students to add to the definitions as they proceed with the lesson.
2. Perpetration: Divide the class into small groups and distribute Salitter’s Report. Before they begin reading the document, share with students that men who took jobs like Salitter’s were not forced to do so and that the job was considered prestigious.
3. Collaborators reading
4. Testimony Analysis: Introduce students to Jan Karski and Dennis Urstein and show their testimonies. Follow with a discussion using the analysis questions
5. Websearch – USHMM online exhibit on What America Knew
6. Do Now: Have students consider the meaning of the word “denial” and “revisionism” and then discuss the meaning of “Holocaust denial.”
7. Research - Individually or in small groups, have students research the topic of Holocaust denial with emphasis on the questions below. Encourage students to consult the United States Holocaust Memorial Museum (ushmm.org) and Southern Poverty Law Center (splcenter.org) websites while conducting their research. Have students share their findings in a whole-group discussion
8. Class discussion on role of denial as a form of antisemitism
 - a. Do you think that Holocaust denial is a contemporary form of antisemitism? On what do you base your response?
 - b. If you believe Holocaust denial is a form of antisemitism, why has this expression of hatred been so slow to disappear from society?
 - c. Why is Holocaust denial so dangerous?
 - d. Why is it important to be aware of Holocaust denial?
 - e. What is the role of individuals in the face of this phenomenon?
9. Watch the film Denial

Unit Title / Topic 11: Modern Day Genocides

Unit Duration: 8 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 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.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 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
- 6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts
- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights

New Jersey Student Learning Standards (NJSLs) for Literacy:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Apply the definition of genocide and the warning signs which lead to genocide to modern day case studies and develop a potential action plan for intervention

Meaning

Students will understand that:

- Acts of genocide can increase in scale as a result of industrial advancement for efficiency.
- Genocide is possible because human nature allows for its existence ☐
- Examination of the Holocaust and various genocides acts to prevent future societal atrocities. ☐
- Though knowledge, increased awareness and action in the face of atrocity, global society can prevent atrocity from occurring.

Essential Questions:

- How is genocide and other acts of mass violence possible? ☐
- Why study & analyze the Holocaust & various genocides? ☐
- How do people make decisions about who belongs & who is excluded? ☐
- How can adversity lead to extremism? ☐

Acquisition of Knowledge & Skills

Students will know:

- Khmer Rouge leader Pol Pot's attempt to turn Cambodia into a Communist peasant farming society leads to the deaths of up to two million people from starvation, forced labor and executions
- In 1992, the government of Bosnia-Herzegovina declared its independence from Yugoslavia, and Bosnian Serb leaders targeted both Bosniak (Bosnian Muslim) and Croatian civilians for atrocious crimes. This resulted in the Bosnian Genocide and the deaths of some 100,000 people by 1995
- From April to mid-July 1994, members of the Hutu majority in Rwanda murdered some 500,000 to 800,000 people, mostly of the Tutsi minority
- Between 2003 and 2005, an estimated 200,000 civilians died from violence, disease, and starvation as a result of a campaign of violence in Darfur by the Sudanese government

Students will be able to:

- Evaluate how the international community conceptualized and defined massive human rights violations
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Develop an action plan for a current genocide. (i.e. narrative description of the facts, prevention strategies, organizations that are focused on the cause, how can an individual make a difference); Create a digital photo story applying the 8 stages of genocide to the case studies of Cambodia, Rwanda, Darfur, Former Yugoslavia, Congo, East Timor, Armenia and the Holocaust. The photo story should demonstrate the commonalities present amongst the cases.

Stage 3: Activities

1. Referring back to the first lessons in the course, review the warning sign of genocide.
2. Through the internet, research modern day genocides. Identify conflicts currently characterized as genocide (i.e. Rwandan, Darfur) and list the attributes of the conflict that classify these regions as genocidal.
3. Focus on the distinguishing features of these genocides (i.e. Rwanda = the machete; Darfur = burning villages and rape as a tool of war)
4. Examine the genocide case studies of Cambodia, Rwanda, Darfur, Former Yugoslavia, Congo, East Timor, Armenia.
5. Utilizing the text ***Centuries of Genocide***, examine the most recent scholarly work of each case study.
6. Examine the following legal interventions:
 - a. Precedent setting International Military Tribunal and the Nuremberg and Tokyo Trials (1945 – 1951).
 - b. International Court of Justice (1946)
 - c. Belgian War Crimes Law (1993)
 - d. UN Criminal Tribunals for Rwanda and the Former Yugoslavia which led to the International Criminal Court (ICC)
 - e. Other post war criminal trials – Sierra Leone, East Timor and Cambodia
 - f. International Criminal Court (2002)
7. Lessons Not Learned - Exploring Atrocity after the Holocaust unit

Unit Title / Topic 12: Genocide Prevention

Unit Duration: 6 Classes

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

- 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.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts
- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy

New Jersey Student Learning Standards (NJSLS) for Literacy:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Evaluate how the international community addresses humanitarian crises that result from massive human rights violations

Meaning

Students will understand that:

- The legacy of the Holocaust has profoundly impacted international law and action since 1948
- Adversity creates conditions that allow society to embrace extreme ideas as a solution to difficult times.
- Human tragedy often raises awareness that promotes society to act in the face of atrocities.
- Though knowledge, increased awareness and action in the face of atrocity, global society can prevent atrocity from occurring.
- All members of society are held accountable for genocide.
- Genocide often changes the way in which society perceives justice.

Essential Questions:

- What can we do as a global society to prevent acts of atrocity?
- What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?
- How should we remember the Holocaust?
- How does the past influence us as individuals and as members of society? Does the past influence us differently depending on our individual identities?
- Why is it important to remember the past? What are the consequences of not remembering?

Acquisition of Knowledge & Skills

Students will know:

- The Convention on the Prevention and Punishment of the Crime of Genocide was adopted by the United Nations after World War II.
- The first genocide conviction occurs at the International Criminal Tribunal for Rwanda. Jean Paul Akayesu, the Hutu mayor of the town, Taba, is convicted of genocide and crimes against humanity
- The International Criminal Court opens at The Hague, Netherlands, as the first permanent war crimes tribunal, with jurisdiction to try perpetrators of genocide.

Students will be able to:

- Evaluate how the international community conceptualized and defined massive human rights violations
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Research the goals and strategies of one particular genocide prevention organization and present summative findings in a written paper.

Stage 3: Activities

1. Analyze the current trends in genocide prevention.
 - a. NGO's – Red Cross, Amnesty International, Human Rights Watch
 - b. United Nations – UNHCR, Security Council and Peacekeeping
 - c. NATO – Kosovo Intervention
 - d. Governments
 - i. Superpowers (G8 Countries)
 - ii. Economic interests
 - iii. Political system in the region
 - iv. Cultural connections to the region
 - e. Early Warning Systems – Committee on Conscience and diplomatic solutions