



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Holocaust Studies & Human Behavior

Prepared by:  
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*Approved by the Midland Park Board of Education on  
October 7, 2014*

## ***Holocaust Studies and Human Behavior***

### **Course Description**

Holocaust Studies and Human Behavior is a junior/senior elective which will challenge the students to examine and question human behavior with the Holocaust as a major case study. The Holocaust is one of the turning points in human history, whose influence in our lives remains some seventy years after the end of World War II. This course builds on the introduction to the Holocaust and genocide studied in U.S. History and addresses the historical, sociological, and psychological implications of the Holocaust as well as its impact on human behavior. Among these are: its origins, the role of anti-Semitism and racism; who were the perpetrators, victims, bystanders and upstanders; patterns of resistance; the response of the United States and other countries; and the universal lessons for today. Additionally, case studies of the Armenian Genocide and modern day genocides such as Rwanda and Darfur will be studied within this framework. The students will be given information through lectures, but much of the learning is through primary source information, first-hand accounts, original research, and sharing among peers.

### **Suggested Course Sequence**

Unit 1: Human Nature: 5.5

Unit 2: Us Versus Them: 5 weeks

Unit 3: Anti-Semitism: 2.5 weeks

Unit 4: German History: 3 weeks

Unit 5: The Rise of Hitler and Nazi Germany: 6 weeks

Unit 6: Creating a "Perfect Society": 4 weeks

Unit 7: The Holocaust: 7 weeks

Unit 8: Modern Genocide: 2.5 weeks

Pre- Requisite: none

Unit Overview			
<b>Content Area:</b>	Holocaust Studies and Human Behavior		
<b>Unit Title:</b>	Unit 1 - Human Nature		
<b>Target Course/Grade Level:</b>	11-12		
<b>Unit Summary</b> Humans are complex and cannot easily be explained. Deep analysis is required in an attempt to understand what motivates and drives human nature.			
<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy		
Learning Targets			
<b>Standards: Common Core ELA – History/Social Studies</b>			
CPI#	Cumulative Progress Indicator (CPI)		
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).		
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information		
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain what is meant by identity</li> <li>• Explain the influence of labels and stereotypes on individuals</li> <li>• Create a model society</li> <li>• Analyze philosophies of human nature</li> <li>• Determine to what degree humans are obedient</li> </ul>			

**Evidence of Learning**

**Summative Assessment (5 days)**

Students will create a model society in which they synthesize all sections of the unit into what they believe would be ideal. This is to be based on class discussions and additional research. This will be presented to the class for a critique.

**Equipment Needed:** Internet, Power Point or other presentation software, additional resources for research, class notes

**Teacher Resources:** Text: *Facing History and Ourselves*, various video clips, readings from the NJ Curriculum on the Holocaust (Machiavelli, Skinner, Hobbes, Locke), Stanley Milgrim experiment (video), Blue Eye/ Brown Eye Experiment (video), Berlin Wall Shooting article, *A Few Good Men* (movie)

**Formative Assessments**

- Class discussions
- Journal writings
- Response papers
- Class notes/ charts with annotations

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Identity	2-3 days
2	Stereotypes and Labels	7 days
3	Analysis of Human Nature- Survey	2
4	Philosophers of Human Nature- Analysis of their Beliefs	2
5	Obedience to an Authority- Milgrim	2
6	Jane Elliot- Blue Eye/ Brown Eye	3
7	Berlin Wall Shooting	1
8	A Few Good Men	3
9	Model Society	5

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:  
[www.facing.org](http://www.facing.org)

Unit Overview					
<b>Content Area:</b>	Holocaust Studies and Human Behavior				
<b>Unit Title:</b>	Unit 2 - "Us" verse "Them"				
<b>Target Course/Grade Level:</b>	11-12				
<b>Unit Summary:</b> Humans categorize themselves and each other into people who are like them and those who are different. They tend to form groups for safety, both physically and psychologically.					
<b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Communication Literacy, Information Literacy					
Learning Targets					
<b>Standards: Common Core ELA – History/Social Studies</b>					
CPI#	Cumulative Progress Indicator (CPI)				
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).				
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**Unit Learning Targets**

*Students will...*

- Analyze their own feelings about getting involved when others are in need
- View and analyze several examples of those getting involved and those not getting involved; determine what factors influenced whether or not people got involved
- Analyze their group involvement
- Determine benefits and drawbacks of group membership
- Explain why and how groups become dangerous

**Evidence of Learning**

**Summative Assessment (6 days; 2 days)**

Research and Presentation; Teacher made assessment.

**Equipment Needed:** Internet, resources on groups, Power Point or other presentation software

**Teacher Resources:** Text: Facing History and Ourselves, Hangman poem and video, readings, 20/20 video clip on California dance, What Would You Do Episodes- varied, S Asch experiment, elevator experiment, The Wave

**Formative Assessments**

- Journal responses
- Class discussions
- Charts/ graphs/ notes
- Reflections
- Personal experiences to support topics

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	What Would You Do? Personal Assessment	2 days
2	Universe of Obligation Visual	1 day
3	The Hangman (poem)	2 days

4	<b>Kitty Genovese/ Bad Samaritan</b>	1 day
5	<b>20/20 Coverage of attack in California - no one helped or called</b>	1 day
6	<b>What Would You Do- TV Show- analysis of situations</b>	2 days
7	<b>Personal Group Inventory</b>	1 day
8	<b>Research and presentation of chosen group</b>	7 days
9	<b>Asch Experiment/ elevator experiment (group conformity)</b>	1 day
10	<b>The Wave</b>	10 days
11	<b>Assessment of Unit</b>	2 days

**Teacher Notes:**

#### **Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.facing.org](http://www.facing.org)

[www.ushmm.org](http://www.ushmm.org)

**Unit Overview**
**Content Area:** Holocaust Studies and Human Behavior

**Unit Title:** Unit 3 - Anti-Semitism

**Target Course/Grade Level:** 11-12

**Unit Summary:** The word *anti-Semitism* means prejudice against or hatred of Jews. The [Holocaust](#), the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945, is history's most extreme example of anti-Semitism. The term *anti-Semitism*, denoting the hatred of Jews, and also hatred of various liberal, cosmopolitan, and international political trends of the eighteenth and nineteenth centuries often associated with Jews. The specific hatred of Jews, however, preceded the modern era and the coining of the term *anti-Semitism*.

United States Holocaust Memorial Museum, Washington, DC  
<http://www.ushmm.org>

**21<sup>st</sup> century themes:** Information Literacy, Communication Literacy, Critical Thinking and Problem Solving

**Learning Targets**
**Standards: Common Core ELA – History/Social Studies**

CPI#	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information

**Unit Essential Questions**

- What is anti-Semitism?
- How have various countries reacted to anti-Semitism?
- How do Jews continue to suffer from anti-Semitism?
- How do the middle-ages and dark-ages play a role in developing anti-Semitic stereotypes of the Jews?

**Unit Enduring Understandings**

- Jews have faced anti-Semitism since they became a group thousands of years ago.
- Historical anti-Semitism is the basis for the Holocaust.
- Anti-Semitism still exists today.



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**Unit Learning Targets**

*Students will...*

- Explain how Jews have suffered from anti-Semitism throughout history
- Explain the tone of Europe (especially Germany) regarding Jews post WWI
- Analyze the development of anti-Semitic Europe and the complexity of Jews-Christian relationship
- Understand and explain modern anti-Semitism

**Evidence of Learning**

**Summative Assessment (3 days)**

Presentation, Essay, Teacher made assessment

**Equipment Needed:** Classmates' work, Internet, Power Point or Elmo, articles on stereotypes

**Teacher Resources:** Text: Facing History and Ourselves, articles on anti-Semitism, The Longest Hatred Part I (documentary)

**Formative Assessments**

- Class notes/ charts with annotations
- Class discussions
- Journal writings
- Response papers

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>The Roots (article on Historic Anti-Semitism)</b>	2 days
2	<b>The Longest Hatred part 1- documentary</b>	2 days

3	<b>Stereotypes Activity</b>	3 days
4	<b>School Ties (movie)</b>	3 days
5	<b>Anti-Semitism today</b>	3 days

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

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[www.ushmm.org](http://www.ushmm.org)

**Unit Overview**

<b>Content Area:</b>	Holocaust Studies and Human Behavior
<b>Unit Title:</b>	Unit 4 - German History
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary:</b> Germany’s history played a large role in setting the stage for the Holocaust. Economy changes people’s attitudes and plays a major role in social beliefs.	
<b>21<sup>st</sup> century themes:</b>	Information Literacy, Communication Literacy, Critical Thinking and Problem Solving

**Learning Targets**

**Standards: Common Core ELA – History/Social Studies**

CPI#	Cumulative Progress Indicator (CPI)
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
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.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, and competition for global markets, imperialism, and natural resources.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

**Unit Essential Questions**

- How does the economy influence social policy and laws?
- How does a country’s history influence its present?
- How does a country’s culture influence its policies, laws, and racial attitudes?
- How does the rise of nationalism affect Germany?

**Unit Enduring Understandings**

- Germany had a militaristic history that influenced its culture.
- Germany made tremendous social, political, militaristic, and educational advancements at the turn of the 20<sup>th</sup> Century. This played a role in the German view of itself in the worldview.
- WWI destroyed Germany politically, economically, culturally, and socially; this created a condition in which people were looking for answers and redemption.
- Germany’s national identity and the unification of the Germanic people had significant impacts on the course of German history both pre-World War I and leading into the WWII.

**Unit Learning Targets**

*Students will...*

- Analyze and explain the formation of Germany
- Explain and determine how progressive Germany was economically, socially, and educationally at the turn of the 20<sup>th</sup> Century
- Explain Germany's role in World War I
- Explain the impact of WW I on Germany physically, economically, socially, and politically

**Evidence of Learning**

**Summative Assessment (1 day)**

Test on Germany's history

**Equipment Needed:**

**Teacher Resources:** The Trauma of Military and Economic Defeat (article), Explosion and Stalemate (documentary), various readings from text, Facing History and Ourselves

**Formative Assessments**

- Class notes/ charts with annotations
- Class discussions
- Journal writings
- Response papers

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Formation of Germany	3 days
2	Germany Grows and Expands	3 days

<b>3</b>	<b>Pre WWI Germany</b>	2 days
<b>4</b>	<b>Germany in WW I</b>	2 days
<b>5</b>	<b>Post World War I Germany</b>	3 days
<b>6</b>	<b>Germany Under the Weimar Republic</b>	2 days

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.facing.org](http://www.facing.org)

[www.ushmm.org](http://www.ushmm.org)

**Unit Overview**

<b>Content Area:</b>	Holocaust Studies and Human Behavior
<b>Unit Title:</b>	Unit 5: The Rise of Hitler and Nazi Germany
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary:</b>	After WWI Germany was a country that was devastated by the Treaty of Versailles. Amidst the numerous challenge of Weimar Republic such as hyperinflation, internal political strife, and severed foreign relations an extremist groups rises to power. Hitler gained power in January 1933 after years of building a following as a member of the Nazi Party. Once in power, Hitler and the Nazis systematically and gradually took absolute power.
<b>21<sup>st</sup> century themes:</b>	Information Literacy, Communication Literacy, Critical Thinking and Problem Solving, creativity and innovation, Media Literacy

**Learning Targets**
**Standards: Common Core ELA – History/Social Studies**

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.12.A.4.a	Explain the rise of fascism and spread of communism 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.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
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 involve
6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.
6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

<p>CCSS.ELA-LITERACY.RH.11-12.9</p>	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why and how do people look to other individuals to solve their problems?</li> <li>• How are people able to assume power over other individuals?</li> <li>• How can governments gain power over their people?</li> <li>• How can governments use fear to strip away individual rights of their people?</li> <li>• How can governments use propaganda to sway public opinion?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People are some times willing to give up rights when they are suffering and are looking for relief</li> <li>• Governments need to be questioned by the people</li> <li>• Individuals need to question their leaders</li> <li>• Power is often stripped subtly and slowly; individuals need to be aware and question the actions of those with power</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain how Hitler was able to gain power in Germany</li> <li>• Explain the entourage that surrounded Hitler and helped him gain power in Germany</li> <li>• Analyze 1933- 1935 in detail as to the various steps taken by Hitler and the Nazis to gain absolute power and strip the rights of the Jewish people</li> <li>• Explain the Nazi use of propaganda (including the Olympics) in convincing their own people and the world of the Nazi ideology</li> <li>• Interpret the events of Kristallnacht as to why they were a turning point in Nazi rule</li> <li>• Evaluate the reactions of the Jewish people to the various Nazi events including: 1933 laws, Nuremburg Laws, Olympics, Kristallnacht, etc.</li> <li>• Evaluate the Kindertransport program as to its success and necessity</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment (5 days; 3 days)</b></p> <p>1933- 1938- Project- choose one of several ways to communicate understanding of the years 1933-1938 and its impact on leading to almost absolute power for the Nazis</p> <p>1<sup>st</sup> part of Portfolio- portfolio “One Holocaust, Millions of Stories”- create pages of the portfolio in which the students depict the statement that while there was one Holocaust, its impact was varied</p>	

**Equipment Needed:** Varied depending on choice

**Teacher Resources:** Hitler: The Rise of Evil (movie), Text: Facing History and Ourselves, various primary source documents, Into the Arms of Strangers (documentary), Heil Hitler: The Story of the Hitler Youth (documentary)

**Formative Assessments**

- Class notes/ charts with annotations
- Class discussions
- Journal writings
- Response papers

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Hitler in World War I	2 days
2	Hitler and the Nazi Party	2 days
3	Hitler as Chancellor	2 days
4	Hitler: The Rise of Evil	4 days
5	1933- major events in the obtaining of absolute power	8 days
6	Nuremburg Laws	2 days
7	Olympics	2 days
8	Evian Conference	1 day



9	Kristallnacht	3 days
10	Kindertransport	3 days
11	Impact of 1933-1938 on the Jewish people (project)	5 days
12	Portfolio part 1	3 days

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.facing.org](http://www.facing.org)

[www.ushmm.org](http://www.ushmm.org)

**Unit Overview**

**Content Area:** Holocaust Studies and Human Behavior

**Unit Title:** Unit 6- Creating "A Perfect Society"

**Target Course/Grade Level:** 11-12

**Unit Summary:** Hitler and the Nazis wanted to create a perfect society in which there were no physical or mental disabilities, and the population was physically superior.

**21<sup>st</sup> century themes:** Information Literacy, Communication Literacy, Critical Thinking and Problem Solving

**Learning Targets**

**Standards: Common Core ELA – History/Social Studies**

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CCSS.ELA-LITERACY.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.

<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What is the role of a society to prevent physical and mental problems in its citizens?</li> <li>• What role does the government have to monitor its population's physical and mental health?</li> </ul>	<ul style="list-style-type: none"> <li>• The government does play a role in monitoring its society's population.</li> <li>• The government makes rules and laws regarding its population and their reproductive rights.</li> <li>• People must be aware of their rights to their bodies and the rights of all citizens to their bodies.</li> </ul>

**Unit Learning Targets**

Students will...

- Explain and evaluate the role and purpose of the eugenic movement in the US in the late 19<sup>th</sup> / early 20<sup>th</sup> centuries
- Explain and evaluate modern implications of the eugenics movement and what people believe about the movement today
- Explain how the T4 program fit into the master plan of Hitler and the Nazis
- Explain how the Lebensborn program fit into the master plan of Hitler and the Nazis
- Evaluate the role of the Nazis in their attempt to create a master race in Germany

**Evidence of Learning**

**Summative Assessment (1 day)**

Essay, Teacher made assessment

**Equipment Needed:**

Word processor

**Teacher Resources:**

Pure Blood (documentary), various readings on T4 and Lebensborn, [www.eugenicsarchive.org](http://www.eugenicsarchive.org), readings on eugenics in the US, primary documents (Buck v Bell Supreme Court case)

**Formative Assessments**

- Class notes/ charts with annotations
- Class discussions
- Journal writings
- Response papers

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Eugenics in the US	6 days
2	Buck v Bell	1 day
3	Modern attempts at eugenics in the US	2 days
4	T4 in Germany	6 days

5	Lebensborn	3 days
6	Essay- If T4 and Lebensborn were successful	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.eugenicsarchive.org](http://www.eugenicsarchive.org)

[www.facing.org](http://www.facing.org)

**Unit Overview**

<b>Content Area:</b>	Holocaust Studies and Human Behavior
<b>Unit Title:</b>	Unit 7 The Holocaust
<b>Target Course/Grade Level:</b>	11-12
<b>Unit Summary:</b>	The Holocaust was the systemic dehumanization and annihilation of the Jews. The Holocaust leaves us with many difficult questions and no absolutes; it challenges the notion of “good guys” and “bad guys” and reveals that no one is exempt from falling to lowest depths of evil. There is no simple answer to understanding the Holocaust.
<b>21<sup>st</sup> century themes:</b>	Information Literacy, Communication Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Media Literacy

**Learning Targets**

<b>Standards: Common Core ELA – History/Social Studies</b>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do people survive in the most horrific conditions?</li> <li>• What is the will to survive?</li> <li>• Why do individuals risk their lives for others?</li> <li>• How do people find the strength to fight back when there seems to be little hope?</li> <li>• What is justice for victims of a horrific event?</li> <li>• What is the role of the international community to bring justice for the victims of genocide?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Despite horrific circumstances, individuals of the Holocaust managed to not only survive, but find purpose and meaning in their existence.</li> <li>• Although there was great risk, thousands of individuals risked their lives to save others.</li> <li>• People find strength to fight for survival in extreme circumstances.</li> <li>• Victims require justice.</li> </ul>
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<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain the roles and function of ghettos as well as their physical and psychological impact on those forced to lived there; include the role of the Judenrat</li> <li>• Evaluate the work camps as to their function; describe the conditions and the physical and psychological impact on those forced to lived there</li> <li>• Describe and Analyze the details of the Wannsee Conference and the impact of that meeting on the Jews of Europe</li> <li>• Explain the role of the 6 death camps; Describe the experiences of those who were inmates</li> <li>• Describe the experiences of Eli Wiesel based on his memoir Night</li> <li>• Evaluate the role of several rescuers who risked their lives for victims of the Nazis (White Rose, Schindler, etc)</li> <li>• Explain how many Jews and other victims fought back despite their situation.</li> </ul>
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- Explain the “justice” that the victims of the Holocaust received through the Nuremburg Trails and beyond.

**Evidence of Learning**

**Summative Assessment (X days)**

Portfolio, Teacher made assessment

**Equipment Needed:** Internet, varied depending on choices of how to demonstrate knowledge and understanding

**Teacher Resources:** Varied reading (primary and secondary sources) on the ghettos, camps, rescuers, and victims, and the Nuremburg Trials; text: Facing History and Ourselves; Schindler’s List, The Pianist; documentaries; iWitness; Salvaged Pages

**Formative Assessments**

- Class notes/ charts with annotations
- Class discussions
- Journal writings
- Response papers

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Overview of the Ghetto	2 days
2	Everyday Life in the Ghetto	2 days
3	The Pianist / (Option: Uprising)	3 days
4	Life in a Work Camp	2 days
5	Wannsee Conference (including Conspiracy)	4 days
6	Death Camps	3 days
7	Night / Salvaged Pages	7 days
8	Resistance (including Defiance)	7 days
9	Rescuers (including Schindler’s list)	10 days
10	Justice for the Victims	3 days
11	Remembrance	1 day
12	Portfolio	5 days
<b>Teacher Notes:</b>		

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

iWitness (video compilation)

[www.facing.org](http://www.facing.org)

[www.ushmm.org](http://www.ushmm.org)

[www.yadvashem.org.il](http://www.yadvashem.org.il)

[Salvaged Pages Alexander Zapruder](#)

**Unit Overview**
**Content Area:**

Holocaust Studies and Human Behavior

**Unit Title:**

Unit 8- Modern Genocides

**Target Course/Grade Level:**

11-12

**Unit Summary:** Unfortunately, genocide continues to occur. From Bosnia to Cambodia to the Sudan genocide persists. The lessons of the Holocaust are vital as we try avert another act of modern murder and prevent genocides from happening. Awareness is the first step towards action making “Never Again” more than just words.

**21<sup>st</sup> century themes:**

Information Literacy, Communication Literacy, Critical Thinking and Problem Solving

**Learning Targets**
**Standards: Common Core ELA – History/Social Studies**

CPI#	Cumulative Progress Indicator (CPI)
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.
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.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.
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and 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.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

**Unit Essential Questions**

- What is the role of the international community to come to the aid of victims of genocide?

**Unit Enduring Understandings**

- Genocides continue to occur.



<ul style="list-style-type: none"> <li>• What role has the international community played in bringing about justice for victims of genocide?</li> <li>• How are the similarities among modern-day genocides?</li> </ul>	<ul style="list-style-type: none"> <li>• The UN and other international organizations fight; they have taken on the task to intervene and make every effort to stop genocide from occurring.</li> <li>• Prejudice, power, land, and economics are major causes of modern genocides.</li> </ul>
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<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain definition of genocide</li> <li>• Synthesize information from various sources on a specific modern genocide; present findings to the class</li> <li>• Understand and analyze modern genocides</li> </ul>
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**Evidence of Learning**

<p><b>Summative Assessment (1 day)</b></p> <p>Using their own research and the research of their classmates, compare and contrast modern genocides as to causes, effects, and international reactions.</p> <p><b>Equipment Needed:</b> Individual research and classmates' presentations</p> <p><b>Teacher Resources:</b> Hotel Rwanda, Power Point on modern genocide, Internet/ reference books on modern genocide</p>
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<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class notes/ charts with annotations</li> <li>• Class discussions</li> <li>• Journal writings</li> <li>• Response papers</li> </ul>
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**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Power Point on modern genocide	1 day
2	Research on assigned/ chosen genocide	3 days
3	Presentations on modern genocide	2 days

4	<b>Hotel Rwanda</b>	3 days
5	<b>Debate the role of the US and the international community to get involved in modern genocide</b>	1 day
6	<b>Comparison/ contrast on modern genocide</b>	1 day

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.facing.org](http://www.facing.org)