



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust & Genocide

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

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Mary Cokeing- Teacher

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

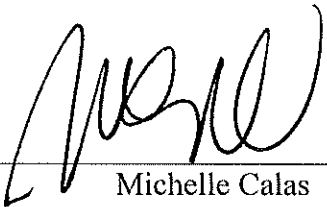
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Social Studies **Grade Level:** 11-12 **Unit Title:** The Nature of Human Behavior

Unit Summary: Students will discuss general theories of human nature and relate these to personal experiences. Additionally, students will examine aggression and cruelty as parts of human nature as well as the positive and negative behaviors associated with obedience, conformity and silence. Students will recognize the positive behavior associated with acts of courage, integrity and empathy. Students will finally develop generalizations that reflect their individual views of human nature.

In preparation for their formal study of the Holocaust, it is important for students to explore the phenomenon of prejudice and its potential for venomous and ultimately lethal expression. Essential questions must be raised regarding how and why fear can lead to abusive violent behaviors. In order to make the issues more relevant to the lives of students, they will be asked to explore the recurrence of vicious behavior in our own time. Examples include the advent of extremist groups such as white supremacists and terrorists seeking “ethnic cleansing.” In an effort to personalize the content of this unit, students will be asked to engage in activities that are designed to help them become more acutely aware of their own attitudes toward various groups in our society. Students should be encouraged to reflect upon these attitudes throughout their study of this curriculum.

Between World War I and World War II, many Germans came to regard Jews as the source of their serious economic and political misfortune. Stereotypes and scapegoating of Jews, which had existed for two thousand years, coupled with late 19th Century racial anti-semitism, was also affected by the defeat of Germany in World War I and Treaty of Versailles. This created a climate that allowed cruelty, terror and extremist behaviors to manifest themselves. In Germany during the volatile 1920s and 1930s, many felt compelled to combat the alleged “Jewish conspiracy” before it was too late. This eventually led to murderous measures to assure what the Nazis called a “Final Solution to the Jewish Problem.” This unexpected development in a modern and highly civilized state demands explanation and understanding.

Primary Interdisciplinary Connections: History, Psychology, Literature, Journalism

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: A study of the Holocaust and Genocide is complex and requires students to examine a range of factors in an attempt to improve their understanding of the fundamental causes and vast implications involved. The units in this curriculum deal with these factors with progressively increasing scope and depth. Following the introductory examination of human nature, the unit will broaden to include views of prejudice and genocide; the rise of Nazism; the progression from persecution to mass murder; resistance, intervention and rescue; genocide; and issues of conscience.

This study begins by focusing the student’s attention, not on the Holocaust, but on a more generic analysis of human behavior. In Unit 1, students will be asked to examine (1) various theories about human nature and behavior, and to grapple with



issues concerning the human potential for good and evil. They will examine the degree to which people are independent beings acting primarily on their intentions, or, at the other end of the spectrum, mere reflections of their environments. Students will examine (2) aggression and cruelty, (3) the positive and negative behaviors associated with obedience, conformity and silence; (4) the positive behavior associated with acts of courage, integrity and empathy, and (5) the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer in various circumstances, both historic and contemporary. They will be encouraged to relate these concepts and topics to their existing knowledge and life experiences.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Chronological sequencing serves as a tool for analyzing past and present events.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
Human rights serve as a foundation for democratic beliefs and practices.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
Complex interacting factors influence people's perspective.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
Governments around the world support universal human rights to varying degrees.
Geographic data can be used to analyze spatial patterns.
Historical sources and evidence provide an understanding of different points of view about historical events.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
With a growth mindset, failure is an important part of success.
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.



Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. Accurate information may help in making valuable and ethical choices. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12. HistoryCC.1 4.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12. HistoryCA.1 4.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
SOC.6.1.12. CivicsHR.8. a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.2.12. CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide
SOC.6.2.12. CivicsPI.4.a	Compare and contrast socialism, communism, fascism and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12. HistoryUP. 4.b	Report on the influence of war,, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.1.12. HistoryUP. 5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.2.12. HistoryCA. 4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.1.12. HistoryCA.7 .a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.2.12. HistoryCC. 4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
SOC.6.1.12. HistoryCC.1 1.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust



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SOC.6.1.12. HistoryCA.1 1.b	Evaluate the effectiveness of international agreements following World WarI in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
SOC.6.2.12. HistoryUP. 4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12. GeoSP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.1 2.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.1 2.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions



Evidence of Learning

Summative Assessment:

Views of Human Nature

Choose one of the following to illustrate your understanding of perpetrator, victim, bystander, resister and rescuer.

1. Individual essay
2. Discussion
3. Group work
4. Collage, play or poem
5. Original artwork
6. Original lyrics/song
7. Photographic essay (print, video or computer)

The above works can be displayed prominently in the school's auditorium, cafeteria, web site, all-purpose room, library, etc.

As a culminating activity to Unit I:

1. Discuss your views about human nature. Do you believe that human beings are basically good or basically evil?
2. In your journal or notebook, write a generalization that reflects your view of human nature. Throughout your study of the Holocaust and genocides, you will encounter additional information that may either reinforce your initial view of human nature or cause you to revise your generalization. Keep your generalization handy for future reference. (5 days)

Equipment Needed:

Internet, laptops, projectors, various art supplies

Teacher Resources:

<https://artsandculture.google.com/incognito/theme/art-and-the-holocaust/3QISERnQYKxELA?hl=en>
<https://cla.umn.edu/chgs/holocaust-genocide-education/resource-guides/teaching-holocaust-visual-art>
<https://www.bbc.com/culture/article/20160203-art-from-the-holocaust-the-stories-behind-the-images>
<https://www.yadvashem.org/education/newsletter/35.html>

Formative Assessments:

- Discussion
- In class reading and discussion
- Wiki Pages/iMovie Projects
- Quizzes
- Document Analysis Questions
- Debate and deliberation activities



Lesson Plans

Lesson	Time Frame
Lesson 1 Theories of Human Nature	42 min/1 day
Lesson 2 Aggression, Cruelty and Human Nature	42 min/1 day
Lesson 3 The Shadow of Hate	84 min/2 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

NJ Commission on Holocaust Education: The Holocaust and Genocide, The Betrayal of Humanity Curriculum Guide for grades 9-12 [holocaust and genocide file1.pdf \(nj.gov\)](#)

"The Wave" [The Wave -- Afterschool Special -- 1981 - YouTube](#)

[THE WAVE - Official Site \(Die Welle & The Third Wave resource\) \(thewavehome.com\)](#)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Theories of Human Nature Time Frame: 42 min/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Literature

Integration of Technology: Laptops

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define theories of human nature as developed by Locke, Hobbes, Skinner and Machiavelli - Compare and contrast theories - Formulate opinion regarding which theory you most believe applies to society - Identify examples to support your opinion	Lesson Sequence - Compare and contrast theories of human nature reflected in the articles and excerpts that follow: The Prince, Machiavelli Man is Rational, John Locke; Man is Evil, Thomas Hobbes His Environment, B.F. Skinner - Students will read the excerpts and create a graphic organizer to compare and contrast the theories	What is your opinion regarding the theories? Which do you believe is most reflected in today's society? Use your laptops to find 3 examples of your selected theory in today's society.
Differentiation: Allow for student selection of theory for students to do independent research on the basis of the theory as well as contemporary examples.		
Resources Provided: NJ Commission on Holocaust Education: The Holocaust and Genocide, The Betrayal of Humanity Curriculum Guide for grades 9-12		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Aggression, Cruelty and Human Nature Time Frame: 42 min/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Literature

Integration of Technology: Laptops

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify examples of aggression and cruelty - Analyze various sources to determine root causes of aggression or cruelty - Formulate opinion regarding inevitability of aggression and cruelty in human nature	Lesson Sequence - Discuss the dilemmas inherent in the following: - The Mayor's Choice - The Milgram "Shock" Experiment - Project X (the video) - Student led discussion regarding various responses. - Using laptops, research current events to find a contemporary example of negative human behavior. - Discuss	Students will elaborate on own positions in brief paragraph closing question analysis to continue class discussion
Differentiation: Small group reading and discussion of various pieces to allow for differing ability levels		
Resources Provided: (READING #8) 4a. Furman, Harry, ed. The Mayor's Choice.. (READING #9) 4b. Milgram, Stanley. "The Milgram 'Shock' Experiment" The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. Harry Furman, ed. New York: Anti-Defamation League, 1983 9-10 - Milgram Experiment Clips  The Milgram Experiment 1962 Full Documentary		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: The Shadow of Hate Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Literature

Integration of Technology: Laptops

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define prejudice - Identify groups in earlier American history about which there were discriminatory episodes - Identify the elements of prejudice - Recognize the "rungs" of negative actions	Lesson Sequence - Divide the class into small groups, and assign each group to read the appropriate excerpt from Us and Them. Groups will be assigned to readings on various individuals/groups. - After reading and discussing the pertinent background material, groups will report back to the class regarding - What was the nature of the intolerance experienced? - What kinds of issues and attitudes caused the intolerance discussed in your reading? - Is this type of intolerance a problem for any group in modern America?	Individual research to identify specific examples of how America responded in the early 20th century



- e. What possible options might the perpetrator have employed rather than discriminating against the victim?
f. What could the victim group have done?
3. Students should be asked to draw some general conclusions as to the nature of intolerance prior to the twentieth century.
4. With the turn of the 20th century ethnic prejudice did not disappear. Ethnocultural biases grew; anti-immigrant fears expanded as did suspicion of Jews and Catholics.

Differentiation:

Rather than assigning groups - student selection based on interest and allowing to work independently and use laptops to research specific instances of contemporary examples.

Resources Provided:

- "The Shadow of Hate"
- "Us and Them"



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11-12	Unit Title: The Nature of Human Behavior
Created: Mary Cokeing	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	11-12	Unit Title:	An Introduction to a Study of the Holocaust and Genocide
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Unit Summary: The Holocaust was a watershed event, not only in the 20th century but in the entire history of humanity. It is important for students to understand those factors that contributed to the gradual and systematic process that led to what the Nazis termed The Final Solution of the Jewish Problem, and that the Holocaust was preventable. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression. Holocaust history demonstrates how a modern nation can utilize its technological expertise and bureaucratic infrastructure to implement destructive policies ranging from social engineering to genocide.

Primary Interdisciplinary Connections: Literature, Journalism

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Between World War I and World War II, many Germans came to regard Jews as the source of their serious economic and political misfortune. Stereotypes and scapegoating of Jews, which had existed for two thousand years, coupled with late 19th Century racial anti-Semitism, was also affected by the defeat of Germany in World War I and Treaty of Versailles. This created a climate that allowed cruelty, terror and extremist behaviors to manifest themselves. In Germany during the volatile 1920s and 1930s, many felt compelled to combat the alleged "Jewish conspiracy" before it was too late. This eventually led to murderous measures to assure what the Nazis called a "Final Solution to the Jewish Problem." This unexpected development in a modern and highly civilized state demands explanation and understanding.

In preparation for their formal study of the Holocaust, it is important for students to explore the phenomenon of prejudice and its potential for venomous and ultimately lethal expression. Essential questions must be raised regarding how and why fear can lead to abusive violent behaviors. In order to make the issues more relevant to the lives of students, they will be asked to explore the recurrence of vicious behavior in our own time. Examples include the advent of extremist groups such as white supremacists and terrorists seeking "ethnic cleansing." In an effort to personalize the content of this unit, students will be asked to engage in activities that are designed to help them become more acutely aware of their own attitudes toward various groups in our society. Students should be encouraged to reflect upon these attitudes throughout their study of this curriculum.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy



Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Political and civil institutions impact all aspects of people's lives.
 Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 Chronological sequencing serves as a tool for analyzing past and present events.
 Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 Human rights serve as a foundation for democratic beliefs and practices.
 Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
 Complex interacting factors influence people's perspective.
 Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
 Governments around the world support universal human rights to varying degrees.
 Geographic data can be used to analyze spatial patterns.
 Historical sources and evidence provide an understanding of different points of view about historical events.
 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
 With a growth mindset, failure is an important part of success.
 Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
 Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
 Accurate information may help in making valuable and ethical choices.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.2.12. HistoryCA. 4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.2.12. HistoryUP. 4.c	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.



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SOC.6.2.12. CivicsPI.4.a	Compare and contrast socialism, communism, fascism and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.1.12. CivicsHR.8. a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12. HistoryCA.7 .a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.2.12. HistoryCC. 4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.1.12. CivicsHR.15 .a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12. CivicsHR.11 .a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
SOC.6.1.12. HistoryCC.1 1.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
SOC.6.2.12. CivicsHR.4. a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals
SOC.6.2.12. CivicsPI.4b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12. CivicsHR.5. a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SOC.6.2.12. CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
SOC.6.1.12. CivicsHR.11 .b	Explain the reasons for the creation of the United Nations,, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations’ human rights policies and the commitment of the United States to them.
SOC.6.1.12. HistorySE.1 2.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations’ human rights policies and the commitment of the United States to them.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.1 2.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving



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TECH.9.4.1 2.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions



Evidence of Learning

Summative Assessment: Evidence Project - Refuting Holocaust Denial

Equipment Needed: Laptops and Internet

Teacher Resources: In light of recent events, specifically the Holocaust Conference that opened in Iran on Monday to explore the validity of the Nazi Holocaust, you will be conducting research to gather evidence of the Holocaust to refute any claims made by the conference attendees.

As one of the conferees asked, "If the Holocaust is a historical event, then is it not warranted to be looked into and researched?" Obviously, yes. And that is exactly what we are going to do...

Consider the themes of denial we discussed in class: there is no written plan for the annihilation of the Jews, there were no gas chambers, there is no objective evidence only the testimony of survivors, there was no net loss of Jewish lives between 1941-1945, the Nuremberg Trials were a farce of justice staged for the benefit the Jews. Select a topic of research that you feel would help to dispel one of these themes. It can be a topic that we have discussed in class, or a topic that was only mentioned that you would like to learn more about while disproving the deniers claims. Some suggestions follow (you can pick your own topic, but it must be approved by me). As we want to provide as much information as possible to refute the denials, everyone must: a. work individually, b. select different topics (no overlapping).

Topics:

Negative Eugenics (sterilization and/or euthanasia)	The 1936 Olympics
Positive Eugenics (the Lebensborn)	Hitler Youth
The Nuremberg Trials	Twin Studies
The Nazi Leadership	The Camps
The Catholic Church and the Holocaust	The Ghettos
Art and Poetry of the Holocaust	Other Victims
The White Rose – German Resistance	Propaganda
The Kindertransport	World Reaction
Hitler's Rise to Power	Ghetto Uprisings

Once you have gathered your information, you may select how you will display your information for presentation to the Iran Holocaust Conference. It will need to provide all the pertinent information as well as be engaging for your audience. Possible formats could be: A photo essay, a PowerPoint presentation, a video, a scrapbook, a retrospective magazine, a documentary...the possibilities are endless, but must be appropriate and approved by the teacher.



Formative Assessments:

- Deliberation and Discussion
- Quizzes
- Wiki Page Creation
- Document Analysis
- In-Class reading and discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 Europe between the Wars	42 min/1 day
Lesson 2 Discovery and Liberation	84 min/2 days
Lesson 3 America and the Holocaust	84 min/2 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

NJ Commission on Holocaust Education: The Holocaust and Genocide, The Betrayal of Humanity Curriculum Guide for grades 9-12

Night <https://www.chipublib.org/night-discussion-questions/>

Voices and Views: A History of the Holocaust

<https://www.facinghistory.org/topics/holocaust>

"One Survivor Remembers"

<https://www.learningforjustice.org/classroom-resources/film-kits/one-survivor-remembers>

"Defiance" <https://www.yadvashem.org/articles/general/solidarity-bielski-brothers.html>

"The Pianist" Band of Brothers: Episode 9 - "Why we Fight" "Schindler's List"

<https://www.ushmm.org>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Europe between the Wars Time Frame: 42 min/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Geography, Journalism

Integration of Technology: Students will research information and primary sources for conditions in Europe following WWI including the Treaty of Versailles, maps to help draw conclusions regarding factors contributing to the start of WWII.

Equipment Needed: Laptops with Internet connection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze primary source materials to identify conditions in Europe at end of WWI - Analyze materials to identify economic, social and political conditions in Germany in 1933 - Draw conclusions regarding acceptance of Hitler and Nazi Party	Lesson Sequence - Brainstorm/recall end of WWI and WWII - Discuss focus and summarize events that took place between World War I and World War II. - Form small groups to create a list of what they consider to be the major causes of World War II through - Research and analysis of materials regarding the end of World War I and the Versailles Treaty. - Describe the economic, social, and political conditions in Germany. Discuss.	How do conditions explain the German people's acceptance of Hitler and the National Socialist Worker's Party (Nazi Party)? Discuss. Could it have been anyone else? Why/why not?
Differentiation: While working in small groups, students will have the choice of which areas to focus research regarding the conditions in Germany following WWI.		



Resources Provided:

- The Map as History: <http://www.the-map-as-history.com/demos/tome03/>
- The Rise of the Nazi Party: <http://fcit.usf.edu/holocaust/timeline/nazirise.htm>
- The Treaty of Versailles: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Holocaust: Discovery and Liberation Time Frame: 82 min/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Psychology, Journalism

Integration of Technology: Multimedia and Internet-based research

Equipment Needed: Laptops, Internet, Projectors

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the effects of "liberation" on the rescuers - Analyze video clips/readings to examine the liberation from perspective of surviving victim and liberator	Lesson Sequence "Nowhere can one find the liberation of the camps as part of the assignment of the military. The liberation, at best, was a byproduct of the military success in liberating Europe, never an intended result of strategic military planning. Discuss focus. Why do you think lower-level soldiers were not informed of the camps? - View band of Brothers clip and read excerpts from "The Liberators." Discuss the reactions of the Americans at the time they encountered the camp and its victims. - Why were many liberators reluctant to	Do you agree or disagree with Elie Wiesel who wrote "We are. . . a fraternity, a human community dedicated to the ideal that after all there must be more in man to be admired than to be despised. In spite of everything, we must go on believing in that and in each other." Explain your answer



speak about what they had seen, while others felt compelled to do so? Do you believe the townspeople's claims of ignorance? What were the reactions to being liberated? What problems did the survivor face? Why were many survivors reluctant to speak about their experiences, while others felt compelled to do so?

Differentiation:

For differentiation based on ability level within the class, reading assignments will be made based on predetermined abilities and the readings from Voices and Views would be jigsawed as a class.

Resources Provided:

- Band of Brothers: Episode 9 "Why we Fight"
- Voices and Views: Chapter 10 "After the Holocaust"



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: America and the Holocaust Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Psychology, Journalism

Integration of Technology: Multimedia uses; and Internet-based research

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze arguments to determine if U.S. did as much as possible in reaction to the Holocaust - Identify various aspects of the Holocaust (assessing prior knowledge) - Explain actions taken by U.S. in attempts to deal with the Holocaust - Analyze arguments to support or oppose American actions taken	Lesson Sequence - Recap what we already know of American position Introductory outline with background info re Holocaust - Debate- Did American do everything it could have done in reaction to the Holocaust? Each student will present at least one argument in defense of his position.	- Do you still agree with your original arguments? Why or why not? - Discussion Board: Your opinion – Did America do everything it could have?
Differentiation: For differentiation based on ability level within the class, reading assignments will be made based on pre-determined abilities and the article, "American Heritage: America and the Holocaust" would be jigsawed as a class.		
Resources Provided: - America and the Holocaust: Deceit and Indifference PBS Documentary and ancillary web based materials - American Heritage: America and the Holocaust		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11-12	Unit Title: An Introduction to a Study of the Holocaust and Genocide
Created: Mary Cokeing		Board Approved on:



Unit Overview Template

Content Area: Social Studies	Grade Level: 11-12	Unit Title: Genocide: Issues of Conscience and Moral Responsibility
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Unit Summary: The broad goal of this unit is for students to understand the nature of genocide and the causes, manifestations and efforts at its prevention. Students will: (1) develop and articulate a definition of genocide; (2) explain the political difficulties involved in labeling an occurrence as genocide; (3) analyze the root causes of events other than the Holocaust that have been identified as genocides; (4) 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. Finally, (5) students will be asked to revisit the most recent generalization they have written regarding their views of human nature. If their newly acquired knowledge of genocide has caused them to further refine their thinking about human nature, they will have an opportunity to revise their formal, and still tentative, generalizations.

Primary Interdisciplinary Connections: History, Civics, Literature, Journalism

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: One purpose of this unit is to challenge students to think deeply about the various definitions and interpretations of the term genocide and to either adopt, adapt or create a definition that reflects their own values and worldview. The role of the teacher is to assure that students are provided with a broad array of credible definitions of genocide. Students can then be guided in their applications of whatever thoughtful definition(s) they choose to a range of historic and contemporary events or occurrences that constitute violations against specific groups of people.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Political and civil institutions impact all aspects of people's lives.
 Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 Chronological sequencing serves as a tool for analyzing past and present events.
 Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 Human rights serve as a foundation for democratic beliefs and practices.



Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
 Complex interacting factors influence people's perspective.
 Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
 Governments around the world support universal human rights to varying degrees.
 Geographic data can be used to analyze spatial patterns.
 Historical sources and evidence provide an understanding of different points of view about historical events.
 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
 With a growth mindset, failure is an important part of success.
 Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
 Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
 Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
 Accurate information may help in making valuable and ethical choices.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12. CivicsHR.8. a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12. CivicsHR.15 .a	Evaluate the role of diplomacy in international conflicts and policies relating to Refugees and asylum seekers.
SOC.6.3.12. HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)



SOC.6.2.12. HistoryUP. 4.c	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.
SOC.6.2.12. CivicsHR.4. a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China
SOC.6.3.12. CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these Human Rights violations are a universal problem.
SOC.6.2.12. CivicsHR.6. b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on Human Rights.
SOC.6.2.12. CivicsHR.6. a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12. CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace
SOC.6.1.12. HistorySE.1 2.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12. CivicsHR.11 .b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12. HistoryCC.1 5.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.1 2.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.1 2.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others



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SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions



Evidence of Learning

Summative Assessment:

Final Project: Building a Memorial

Memorials exist around the world to commemorate people who have had an impact on their societies: people who fought in battles, served their country, president. They also exist to commemorate events: specific battles, the Civil Rights Movement, etc...

There are sometimes controversies surrounding memorials when they are first unveiled. Many people disliked the Vietnam Memorial. Neo-Nazis threatened to protest the Memorial to the Murdered Jews of Europe in Berlin. Part of the controversy lies in the reason behind the memorial construction. Germany actually has two different words for memorial: denkmal and mahnmal. Denkmal generally refers to what you and I think of as a monument to someone (generally positive) while mahnmal refers to the type of memorial that is intended to remind the public of an event for its own good, so that it may not happen again.

You are going to be creating a memorial. You first need to decide what type of memorial you would like to create – a denkmal or a mahnmal? Think about a memorial with which you are familiar. Why do they strike you? How do they touch their audiences? What are they made of? What do they memorialize? What is their purpose?

Think about what aspect of genocide you would like to memorialize You can memorialize an entire genocide that we have covered in class or center your memorial around a particular aspect of that genocide or an individual who resisted genocide.

While the word memorial evokes an image of a physical structure, I am not expecting you to actually build anything in the next week...but think about the wide varieties of expression available to you: poetry, short stories, drawing, music, visual images/iMovie etc. Choose any form of expression that you feel best represents that which you are memorializing.

Before you start creating, think about your answers to the following questions:

1. What is being remembered?
2. What mood am I trying to create?
3. What is the message of my memorial?
4. How do the materials/symbols I use convey the intended message?
5. Why is it being remembered? Teach a lesson for the future?

5 days

Equipment Needed: Laptops, Internet, Projector



Teacher Resources: <https://www.ushmm.org/information/about-the-museum/architecture-and-art>
<https://www.jmberlin.de/en/libeskind-building>
<https://www.facinghistory.org/holocaust-and-human-behavior/analyzing-and-creating-memorials>
<https://www.holocaustmemorial-vt.org/the-leaf-project-2>

Formative Assessments:

- Genocides of the 20th Century Wikis
- Never Again - Analysis of World reactions: Why is it so difficult for governments to step in?
- Action Plan – What can we do today to raise awareness? Stop Genocide?
- Resistance Research Project
- America and the International Criminal Court Debate
- Holocaust Essay Contest



Lesson Plans

Lesson	Time Frame
Lesson 1 Perpetrators and Collaborators	84 min/2 days
Lesson 2 What is Genocide	42 min/1 day
Lesson 3 Never Again Deliberations	84 min/2 days

Teacher Notes:

The Choices Program: “Never Again: Genocides of the 20th Century” and “Competing Visions of Human Rights: Questions for U.S. Policy” The program is from Brown University. All units involve students in a dynamic conversation connecting the past and the present. Units provide readings and student-centered lesson plans, including a deliberative activity in which students consider divergent views. Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several other websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

<https://www.ushmm.org/learn>

<https://www.mcvts.net/cms/lib07/NJ01911694/Centricity/Domain/155/Textbook.pdf>

<https://www.un.org/en/genocideprevention/genocide.shtml>

<https://www.facinghistory.org>

<https://www.wcl.american.edu/humright/center/rwanda/lesson.cfm>

<http://onemillionbones.squarespace.com/genocide-resources/>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Perpetrators and Collaborators Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: History (Western Civ, AP Euro), Sociology, Psychology, Literature

Integration of Technology: Students will use laptops for internet/database research

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate in small groups the actions of 30 hypothetical citizens in Nazi Germany - Read and evaluate the actions of 5 representative categories of citizens - Apply the observations they have developed to current situations and people	Lesson Sequence - Assessing Responsibility handout for each member of the class. Divide the class into five effective learning groups. - Read the Background information to the class, and review the objectives of the lesson. - Tell students to assign culpability ratings as a group, arguing for why a person should be assigned greater or lesser responsibility. - Remind the students that Nazi actions caused all people to choose among the five following courses of action. They could be Perpetrators, Collaborators, Bystanders (the largest group of all), Resisters, or Rescuers. Each student will read one exemplar. Students	- Select one of the following Elie Weisel quotes to explain and apply to the actions of one of the groups discussed. How/to whom or what could this quote apply today? "We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." "Our obligation is to give meaning to life and in doing so to overcome the passive, indifferent life." "Indifference, to me, is the epitome of evil." "There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest."



- | | | |
|--|--|--|
| | <p>will report out what they have read to their group.</p> <p>5. In a full class discussion, students will address the questions posed in the handouts. Discuss.</p> | |
|--|--|--|

Differentiation:

Student choices of groups as well as closing quotes will allow for students to engage in areas that interest them.

Resources Provided:

- Assessing and Defining Responsibility Handout
- Perpetrators (Amon Goeth)
- Collaborators (Citizens of Kovno, Lithuania)
- Bystanders (Regina Prudnikova)
- Resisters (The White Rose)
- Rescuers (Irena Gut Opdyke)
- List of Resisters



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Define Genocide Time Frame: 42 min/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Sociology, Psychology, Literature

Integration of Technology: Laptops for Internet/database research

Equipment Needed: Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore the extent of reputed cases of genocide around the world - Analyze the definition of genocide as defined in the Genocide Convention. - Explore the possibilities for differing interpretations of the definition - Formulate own definition of genocide based on analysis	Lesson Sequence - Begin the class by writing the word "genocide" in the center of the blackboard or on a large piece of paper. Give students 5-10 minutes to approach the board and write whatever comes to mind when they think of genocide—statements, words, questions, countries, etc. Instruct the class to do the exercise in silence. Encourage students to add to each other's postings as well as write their own independent postings. - Defining Genocide Distribute the Genocide Convention and Defining Genocide handouts. Divide students into small groups and have them read the articles out loud within their groups, paying special attention to Article II. Have one member of each group	



	record their group's responses to the questions. 3. Sharing Conclusions After the groups have completed the worksheet, invite groups to share their conclusions. Are there points of agreement? Disagreement? How might the disagreements in the classroom mirror those policy-makers might have? What difficulties would those disagreements present for policy-makers?	
Differentiation: Genocide definitions will be assigned based on level of understanding		
Resources Provided: • http://www.preventgenocide.org/law/convention/text.htm • http://www.un.org/en/documents/udhr/index.shtml • http://www.un.org/en/documents/udhr/history.shtml • https://www.mcvts.net/cms/lib07/NJ01911694/Centricity/Domain/155/Textbook.pdf		



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Never Again Deliberations	Time Frame:	84 min/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: History, Sociology, Psychology, Literature

Integration of Technology: Laptops for Internet/database research

Equipment Needed: Laptops, Internet, Projector

Goal/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks



Students will: - Analyze the issues that frame the debate on U.S. foreign policy regarding genocide - Identify the core underlying values of the options - Integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation - Work cooperatively within groups to organize effective presentations	Lesson Sequence - Based on reports of case studies to use as an example. You will form a new option group and will be called upon to present the case for its assigned option. Read and analyze various positions that could be suggested to deal with countries perpetrating genocidal acts against their people. - Analyze your option by applying it to your case study - how effective would that position have been in preventing or assisting your assigned 20th century genocide? Discuss with your group members. What are the strengths and weaknesses of your assigned option? What impact would your option have on the US relationship with other countries? - Discuss your option with the whole group - what are the strengths and weaknesses of each of the options? What are the overall difficulties in the US and others attempting to stop genocidal acts in other countries? Does the political outweigh the humanitarian? Discuss.	- Analysis - discussion - written summaries - Summary Question: What obstacles present the biggest threat to the prevention of genocide? What steps can we take so that we can live by the promise of "never again?"
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Differentiation:

Students can choose the genocide prevention "option" based on interest.

Resources Provided:

- Brown University's Choices Program - literature and handouts
- UN Convention on Genocide Prevention handouts



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	11-12	Unit Title:	Genocide: Issues of Conscience and Moral Responsibility
Created:	Mary Cokeing	Board Approved on:			



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- A locker with adapted lock
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly or bi-weekly home-school communication
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of tape recorder for lectures
- Use of Interactive notebook
- Use of a scribe
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Ability to type all assignments
- Follow a routine/schedule
- Teach time management and organizational skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension