

Catasauqua Area School District Planned Course of Study

Course Title: World War II and The Holocaust

Grade Level(s): 11 & 12

Text: N/A

Course Description:

In this course, students will study the complex factors contributing to both World War Two and the Holocaust. The time period covered will span from the end of World War One to the start of the Cold War, Chronologically we will weave together events, legislation, people, and actions from both topics.

The study of the Holocaust will include the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. Students will gain an understanding of the ramifications of prejudice and indifference, the potential for government supported terror, and they will get glimpses of kindness and humanity in the worst of times.

We will study World War Two from a global perspective. This study will include the repercussions of World War One in Europe and the United States, the spread of a global depression, the rise of militant regimes in German, Japan, and Italy, the aggression of both Germany and Japan in the 1930's, major strategies, battles, and tactics, German and Japanese occupation practices, civilian life in both allied and axis countries, the moral controversies raised by the war, and the aftermath of the war for victims and perpetrators.

Essential Questions

History Essential Questions:

- *How is it possible for different people to interpret an event differently?
- *How do perspectives help to define the attributes of historical comprehension?
- *Why is time and space important to the study of history?
- *What role does analysis have in historical construction?
- *How does the historical context of someone's life influence who they are?
- *What roles do multiple causations play in describing an historical event?
- *How has social disagreement and collaboration been beneficial to American and Global societies?
- *How does continuity and change within history influence your community today?
- *What's the difference between opinion, belief, and fact?
- *What is the role of information and media in a society?

Holocaust Essential Questions:

- *How is our identity formed?
- *Can we keep our individuality and still be part of a group?
- *How does the relationship between the individual and society affect people's choices in extreme circumstances?

- *What does it mean to be a responsible citizen?
- *What is the history of Christian anti-semitism? What role did it play in the rise of the Nazi party, its legislation, and its propoganda?
- *What is the role of information and media in a society?
- *How does silence and indifference to the suffering of others, or the infringement of civil rights in any society perpetuate problems?
- *How do prejudice, racism, and stereotyping affect a society and its members?
- *What does the Holocaust teach us about the use and abuse of power and the responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide?
- *What led so many ordinary people to play a role in the Holocaust?
- *Who was more responsible for the Holocaust? Perpetrators or Bystanders?
- *What lesson learned from the Holocaust can be applied to other genocides in the past and the present?
- *What were the long term consequences of the Holocaust?

World War Two Essential Questions:

- *What factors make democracies fragile?
- *How do wars shape alliances and contribute to national identity?
- *How do natural resources affect nations and potential conflict among them?
- *What differentiates one nation's identity from another?
- * How does national identity influence conflict?
- *What role does technology play in the history of people and their conflicts with each other?
- *To what extent do the concepts of justice and human rights differ across time and place?
- What might motivate one society/nation to want to control another?
- Is isolation ever an appropriate/wise choice?
- How do individuals influence history? Do individuals have a responsibility to act?
- Is it the responsibility of democratic nations to bring about democracy in the world? How does this conflict with the notion of self-determination?

Competencies

- *Demonstrate critical thinking skills and creativity in completing activities.
- *Compare the interpretation of historical events considering the use of multiple perspectives and cause and effect relationships.
- *Recognize that the interpretations of history are subject to change as new information is uncovered.
- *Develop critical analysis skills as related to the interpretation of primary and secondary sources.
- *Conduct research on historical events and people.
- *Analyze how conflict and cooperation among individuals, groups, and organizations have influenced the development of society.
- *How do I select credible domestic and international sources to address globally significant, researchable questions?
- *How do beliefs and values affect diverse viewpoints?
- *How do I recognize stereotypes and develop a more accurate understanding of individuals?
- *How does understanding issues from different perspectives affect my viewpoint and open mindedness?

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Course Syllabus

Course Content	Tentative Timeframe	CCSS	State Standards
1919-1933: Treaty of Versailles & Reparations Russian Revolution History of antisemitism Interwar Years: Germany, United States, Japan, Italy, and Russia. Global Depression European Jewish Life before the Holocaust	1 week	RH: 11-12.1-10 LiteracySL: 11-12.1 A-D 11-12.2-6	H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C CC: 8.5.11-12. A-J 8.6.11-12.A-I
1933-1939: Nazi Rise to Power & National Socialist Germany Jewry in the Third Reich - Legislation & Early Persecution Japanese Fascism & Aggression (Manchuria & Nanking) Nazi Aggression in Europe Immigration Policies and Refugee Issues	1 week	RH: 11-12.1-10 LiteracySL: 11-12.1 A-D 11-12.2-6	H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C CC: 8.5.11-12. A-J 8.6.11-12.A-I
1939-1945: <u>European & Mediterranean Theaters:</u> German Advances & Fall of Continental Europe Battle for the Atlantic The Mediterranean & The Balkans Operation Barbarossa & Soviet Resistance North African Campaign & Italy Normandy Invasion East and West Offensives towards Berlin Fall of Germany <u>Pacific Theater:</u> Economic Sanctions of Japan Bombing of Pearl Harbor Japanese Expansion in Pacific & Asia Island Hopping Campaigns Strategic Bombing Campaigns	3 weeks	RH: 11-12.1-10 LiteracySL: 11-12.1 A-D 11-12.2-6	H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C CC: 8.5.11-12. A-J 8.6.11-12.A-I

<p>Road to Tokyo Use of Atomic Bomb & End of War</p> <p><u>Homefronts:</u> German Homefront British Homefront Japanese Homefront American Homefront</p> <p><u>The Holocaust:</u> Ideologies & Policies Euthanasia Program Hitler's Other Victims Ghettos Mobile Killing Squads Concentration Camp System Final Solution Killing Centers Collaboration, Resistance, and Rescue World Response Death Marches Liberation</p>			
<p>1945-1955: V-E and V-J Day Yalta and Potsdam Occupation of Germany Occupation of Japan Displaced Person Camps Refugee & Immigration Creation of Israel War Criminal Trials - Germany & Japan</p>	<p>1 week</p>	<p>RH: 11-12.1-10</p> <p>LiteracySL: 11-12.1 A-D 11-12.2-6</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C</p> <p>CC: 8.5.11-12. A-J 8.6.11-12.A-I</p>
<p>Present: The Cold War Holocaust Denial Rise of antisemitism</p>	<p>1 week</p>	<p>RH: 11-12.1-10</p> <p>LiteracySL: 11-12.1 A-D 11-12.2-6</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C</p>

			CC: 8.5.11-12. A-J 8.6.11-12.A-I
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Teaching Strategies Utilized

- Modeling
- Direct Instruction
- Student-Centered Instruction: Flipped Classroom
- Differentiated Instruction
- Debate
- Discussion/Journaling
- Instructional Technology
- Cooperative Learning
- Independent and Group Research
- Individual and Group Presentations
- Problem Based Learning
- Primary and Secondary Source Readings/Viewing
- Literature Circles

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<p>1919-1933</p> <p><i>The student will be able to:</i></p> <p><i>Discuss the impact of the Treaty of Versailles and reparations on postwar Germany.</i></p> <p><i>Understand the origins and history of antisemitism.</i></p> <p><i>Explain the role antisemitism played in the rise of the Nazi Party.</i></p> <p><i>Compare and Contrast social, political, and economic life in interwar Germany, Japan, Italy, Russia, and the United States.</i></p> <p><i>Explain the causes behind and impact of the global depression in the interwar years.</i></p> <p><i>Describe European Jewish life prior to the Holocaust.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small & Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Thematic Discussion: A. Explain how the Treaty of Versailles set up the interwar years for Germany. B. Describe the rich life of European Jews prior to the beginning of World War 2.</p> <p>Activities & Resources from: Echoes & Reflections, CHOICES, USHMM, National WW2 Museum, and Yad Vashem.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based & Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C</p> <p>CC: 8.5.11-12. A-J 8.6.11-12. A-I</p>
Resources/Materials					
<p>Selected Reading from Scholarly Journals and WW II & Holocaust Textbooks Selected Reading, Interviews, and Artifacts from WW II & Holocaust Organizations and Museums. Worksheets, Graphic Organizers, and Presentation Materials 21st Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and US WWII Museum Virtual Tours & Interactive Activities, Zooburst, Prezi, Canvas, Kindle E-Readers/iBooks/Books</p>					
Interdisciplinary Relationships					
<p>Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays Geography: Location and Map Skills 21st Century Skills: Critical Thinking, Collaboration/Communication, Information & Media Literacy, ITC Literacy</p>					

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<p>1933-1939: <i>The student will be able to:</i></p> <p><i>Explain how World War I contributed to the rise of dictators in Europe.</i></p> <p><i>Analyze the growth of National Socialist Germany and the creation of “Others” in German society.</i></p> <p><i>Compare and contrast the lives of Jews and non-Jews in the Third Reich.</i></p> <p><i>Describe Japanese aggression in China.</i></p> <p><i>Explain how fascism challenged ideas and practices of European democracy and liberalism.</i></p> <p><i>Compare and Contrast German and Italian fascism.</i></p> <p><i>Analyze the characteristics and experiences of German, Japanese, and Russian authoritarianism.</i></p> <p><i>Explain Nazi Germany’s aggression in Europe and their need for land (Lebensraum).</i></p> <p><i>Explain how the policy of appeasement encouraged aggression.</i></p> <p><i>Explain Nazi legislation targeted at Jews and “others”.</i></p> <p><i>Analyze the reactions of the global community to the growing Jewish refugee needs in the 1930’s.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small & Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Thematic Discussion: A. Compare and Contrast over time the rise of dictatorships in Germany, Japan, and Italy. B. How do antisemitism and Eugenics facilitate the creation of “other” in German society? C. How does the global community react to the Jewish refugee issue?</p> <p>Activities & Resources from: Echoes & Reflections, CHOICES, USHMM, National WW2 Museum, and Yad Vashem.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based & Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C</p> <p>CC: 8.5.11-12.A-J 8.6.11-12.A-I</p>
Resources/Materials					
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Interdisciplinary Relationships					

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays
 Geography: Location and Map Skills
 21st Century Skills: Critical Thinking, Collaboration/Communication, Information & Media Literacy, ITC Literacy

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<p>1939-1945:</p> <p><i>The student will be able to:</i></p> <p><i>Chronicle and Describe World War II from pre-war build-up to surrender.</i></p> <p><i>Compare and contrast the tactics, combatants, strategies, goals and battles of the three major theaters of operation during World War II.</i></p> <p><i>Compare and Contrast the experiences of different Allied and Axis soldiers.</i></p> <p><i>Analyze the success of the Japanese missions that began on December 7, 1941.</i></p> <p><i>Compare and Contrast perspectives and experiences on the American Homefront.</i></p> <p><i>Compare and Contrast the American, German, and Japanese Homefronts.</i></p> <p><i>Analyze FDR's "Europe First" strategy.</i></p> <p><i>Explain how wars shape alliances and contribute to national identity?</i></p> <p><i>Describe the causes of American Isolationism through December, 7, 1941.</i></p> <p><i>Compare and Contrast the treatment of Japanese and German prisoners of war.</i></p> <p><i>Describe life in a Jewish ghettos and concentration camps.</i></p> <p><i>Analyze the reasons behind and success of Operation Barbarossa.</i></p> <p><i>Compare and Contrast the Western and Eastern Shoah.</i></p> <p><i>Explain the role racism and prejudice played in both WWII and the Holocaust.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small & Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Literature Circles: WW2 and Holocaust Including but not Limited to ... *Helmet for My Pillow *With the Old Breed *If You Survive *Band of Brothers *Beyond Band of Brothers *From The Blitz to the Burmese Jungle *Memoirs of a Kamikaze *Lost Childhood - Japanese Prison Camp *Unbroken *Between Shades of Grey *Resistance *Train *Five Came Back *Salvaged Papers *And God Saw That It Was Bad *Number the Stars *Abe's Story *I Never Saw Another Butterfly *Born Survivors *Four Perfect Pebbles *In the Hell of Auschwitz *Maus *Everything is Illuminated *Survival in Auschwitz *The Drowned and The Saved *The Tattooist of Auschwitz *1111 Days in My Life Plus Four</p> <p>Homefront/Holocaust/War Blackout Poetry Project</p> <p>Holocaust Art Project</p> <p>USHMM ID Project with Testimonies from USHMM, Yad Vashem, and The Shoah Project</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based & Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C</p> <p>CC: 8.5.11-12.A-J 8.6.11-12.A-I</p>

<p><i>Describe the American reaction to and intervention in the Holocaust.</i></p> <p><i>Describe the proceedings of the Wannsee Conference and The Final Solution.</i></p> <p><i>Compare and Contrast the experiences of victims, perpetrators, bystanders, and upstanders.</i></p> <p><i>Explain how the Holocaust was not inevitable.</i></p> <p><i>Define the term Holocaust.</i></p> <p><i>Define the term Genocide.</i></p>		<p>Resistance and Rescue Narrative</p> <p>Image and Artifact WW2 or Holocaust Journey Project</p> <p>WW2 or Holocaust Interview Project</p> <p>Interactive Timelines: Pre-War Build Up, European Theater, Mediterranean Theater, Pacific Theater, Homefronts, Holocaust</p> <p>Film & Documentary Viewing including but not limited to:</p> <ul style="list-style-type: none"> *Band of Brothers *The Pacific *WW2 in HD *Midway *Pearl Harbor *Unbroken *The Rape of Nanking *War in the Pacific: Eagle Against the Sun *Second War Diary - The War Day by Day *Woman in Gold *Monument Men *The Road to Nazi Genocide *Shoah *Schindler's List *The Pianist *Who Will Write Our History *Into the Arms of Strangers *The Last Days *I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust *Defiance <p>Thematic Essay and/or Discussion:</p> <ol style="list-style-type: none"> A. How do prejudice, racism, and stereotyping affect a society and its members? B. What does the Holocaust teach us about the use and abuse of power and the responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide? C. Who was more responsible for the Holocaust? Perpetrators or Bystanders? 			
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		<p>D. How do wars shape alliances and contribute to national identity?</p> <p>E. How do individuals influence history? Do individuals have a responsibility to act?</p> <p>F. Would the United States have entered the war if the Japanese had not bombed Pearl Harbor?</p> <p>G. Should the United States have dropped the atomic bomb?</p> <p>H. Should the United States have decided to bomb the railway lines leading to the death camps?</p> <p>Activities & Resources from: Echoes & Reflections, CHOICES, USHMM, National WW2 Museum, and Yad Vashem.</p>		
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Interdisciplinary Relationships

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document, Thematic Essays and Discussions
 Geography: Location and Map Skills
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<p>1945-1955:</p> <p><i>The student will be able to:</i></p> <p><i>Chronicle the end of the war for Germany and Japan.</i></p> <p><i>Explain how the meetings in Yalta and Potsdam set the stage for both postwar Germany & Japan and The Cold War.</i></p> <p><i>Describe the impact WWII has on the global roles of Britain and the United States.</i></p> <p><i>Compare and Contrast postwar society and life in Japan and Germany.</i></p> <p><i>Describe the journey of Jews after the war including displaced persons camps, refugees, and immigration.</i></p> <p><i>Explain the creation of and ideology behind the nation of Israel.</i></p> <p><i>Compare and contrast the treatment of war criminals in Germany & Japan.</i></p> <p><i>Explain the establishment of both the United Nations and its Universal Declaration of Human Rights.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small & Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Displaced Person Narrative</p> <p>Thematic Discussion: How does the United States take on the care of its former enemies? Why? Precedence?</p> <p>Nuremberg Trial Collage Project</p> <p>Activities & Resources from: Echoes & Reflections, CHOICES, USHMM, National WW2 Museum, and Yad Vashem.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based & Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C CC: 8.5.11-12.A-J 8.6.11-12.A-I</p>
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<p>1955 - Present:</p> <p><i>The student will be able to:</i></p> <p><i>Explain how the end of World War II creates the Cold War.</i></p> <p><i>Describe the growth of world superpowers after World War II.</i></p> <p><i>Debate the use of nuclear weapons to end World War II and the subsequent nuclear arms race it creates.</i></p> <p><i>Discuss the longterm affect of the Holocaust on the children and grand-children of survivors.</i></p> <p><i>Compare and Contrast the perspectives of and motivations behind Holocaust rescuers.</i></p> <p><i>Describe the motivations behind Holocaust Denial.</i></p> <p><i>Compare and contrast the reasons behind the global rise of antisemitism.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small & Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>View the film Denial</p> <p>Denial discussion: A. What were the long term consequences of the Holocaust? B. How does Denial highlight the need for Historical Thinking Skills?</p> <p>In The News Project: The Rise of Antisemitism or Holocaust Denial</p> <p>Debate: In hindsight was the use of the atomic bomb a bad idea?</p> <p>Thematic Discussion/Essay: A. What roles did altruism, religion, and respect for human dignity play in Holocaust rescue?</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based & Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p>H: 8.1.12.A-C 8.1.U.A&B 8.1.W.A-C 8.3.12.A-D 8.3.U.B-D 8.4.12.A-D 8.4.W.A-C CC: 8.5.11-12.A-J 8.6.11-12.A-I</p>
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