

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Literature of the Holocaust CP and Honors

Born On: 8/31/17
Previous Revision: August, 2018
Current Revision: August, 2023
Board Approval: 8/28/23

Course Description: Literature of the Holocaust CP and Honors

This course will expose students to the events of the Holocaust through a wide variety of fiction, drama and poetry written during and after the Holocaust by authors, survivors and witnesses. Readings and discussions will focus on the voices of victims, the testimony of survivors, the accounts of resistance, the stories of rescue and heroism, the German experience, and the aftermath response and reflection, connecting past to present through multiple perspectives. Students will also be tasked with taking their new knowledge forward by teaching underclassmen important lessons about tolerance and respect in a culminating workshop day in the spring.

The PVRHSD English department believes that all students should have access to the identical curriculum within a specific course. To this end, all students in the mixed-level courses (College Prep/Honors or College Prep /Collaborative) will be exposed to the same content and skills. Utilizing pre-assessments to delineate various skill levels, teachers will differentiate content, process, and/or product based on individual student readiness, interests, and learning profiles.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing. Texts and/or assignments required for honors classes are **noted in bold**.

This entire course aligns with the Holocaust Law NJ Statute/Administrative Mandate Holocaust Law: [N.J.S.A. 18A:35-28](#).

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: ([N.J.S.A. 18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Scope and Sequence of the Course

Month	Unit	Specific Assessments or Projects
September	<p>Why must we examine the literature of the Holocaust as opposed to just the history?</p> <p>The Individual and Society</p>	see each unit below for specific assessments and projects
October	<p>The History of anti-Semitism</p> <p>Hitler's Rise to Power</p>	see each unit below for specific assessments and projects
November	<p>European Jewish Life Prior to World War II</p> <p>Testimony</p>	see each unit below for specific assessments and projects
December	<p>Short Stories/Memoirs</p>	see each unit below for specific assessments and projects
January	<p>"The Shawl"/"Rosa"</p> <p>Excerpt from Joseph Lowin's book <i>Cynthia Ozick</i> entitled "Rewriting Herself: 'The Shawl' and 'Rosa'"</p>	see each unit below for specific assessments and projects
February	<p>Poetry</p>	see each unit below for specific assessments and projects
March	<p>MAUS</p> <p><i>The Sunflower</i></p>	see each unit below for specific assessments and projects
April	<p>Independent Reading/Hero</p>	see each unit below for specific assessments and projects
May/June	<p>Modern Genocides</p> <p>(Sierra Leone, Rwanda, Darfur and Sudan)</p>	see each unit below for specific assessments and projects

WRITING UNITS

READING UNITS

UNIT 1					
Content/Topic: Why must we examine the literature of the Holocaust as opposed to just the history?	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS 11-12	Benchmark Performance and Assessments	Suggested Materials
<p>Opening Unit:</p> <p>Night and Fog</p> <p>Time: opening weeks</p> <p>Content Statement: We will cover terminology, themes and see images of the Holocaust to provide a foundation and common vocabulary</p> <p>Essential Questions:</p> <p>Why is it problematic to examine the Holocaust as a singular event?</p> <p>In light of the Holocaust, what does it mean to be human and what are the effects of being dehumanized?</p> <p>Who or what is responsible for the Holocaust?</p>	<p>Key learning items/concepts:</p> <p>Studying the Holocaust forces us to look at things differently, so we must have a common vocabulary for our course</p> <p>Holocaust Terminology (in pre-assessment—see below)</p> <p>Propaganda Tone (and it’s persuasive purposes)</p> <p>Recognize how form and meaning reinforce one another (film images and narration)</p>	<p>Proficiencies:</p> <p>Students will be able to examine and extract meaning from the text an authors/artists/directors use create and express truth.</p> <p>Skills:</p> <p>SWBAT</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>identify and understand author tone and use of paradoxes and juxtaposition of ideas and symbols</p> <p>Examine and make meaning of political cartoons and the propaganda inherent in it</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RI.11-12.4-6</p> <p>W.11-12.4</p> <p>W.11-12.6</p> <p>W.11-12.10</p> <p>SL.11-12.1-6</p>	<p>Pair, group and class discussions (F)</p> <p>Written reflections and responses (F/S)</p> <p>Short individual and group presentations (F/S)</p> <p>Close-reading notes and analysis of non-fiction texts (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Night and Fog</p> <p>Iwitness testimony clips</p> <p>Selected readings from <i>The World Must Know</i> Berenbaum</p> <p><i>Facing History and Ourselves</i></p> <p><i>Holocaust and Human Behavior</i></p> <p><i>Teaching about the Holocaust: A Resource Book for Educators</i> United States Holocaust Memorial Museum</p> <p><i>The Holocaust Chronicle: A History in Words and Pictures</i></p> <p><i>Rise and Fall of the Nazis</i> Claire Welch</p>

<p>What was the concentration camp universe?</p> <p>How is the Holocaust represented in literature? How do fictional works reflect the truth? Do we have to read non-fiction pieces (testimony) about the Holocaust in order to gain an accurate understanding of the Holocaust?</p> <p>How can studying the holocaust teach us to be more human?</p> <p>What does it mean to “know” about the Holocaust?</p> <p>Week 2: What does it mean to be a responsible citizen? What is the danger of silence and indifference?</p>		<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>Prepared for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		<p>“Arrivals, Departures”</p>
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6.</p>
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	<p>RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background

	<p>and short term planning of assignments</p> <ul style="list-style-type: none"> ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>independent work</p> <ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>information through brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Holocaust Terminology Pre-assessment

Directions:

Below you will find a list of names/terms and your task is to explain the significance of them (all of which are associated with the Holocaust). Respond to as many as you can as thoroughly as possible using your prior knowledge to describe/explain the significance of the term in relation to the Holocaust. Please answer in complete sentences.

1. Final Solution
2. Kristallnacht
3. Pogroms
4. Auschwitz
5. Primo Levi
6. Maus
7. paradox of survival
8. The St. Louis
9. Resistance
10. Gestapo
11. Sonderkommando
12. transport
13. genocide

Literature of the Holocaust

Dear students and parents,

I begin this introduction to the Literature of the Holocaust class not with my own words but rather with a letter that a principal sent to his teachers on the first day of school:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more human.

This letter provides the impetus for our studies this semester and the objectives for this course. In order to begin to attain an understanding of the atrocities that occurred during the Holocaust, we will have to confront the harsh, often unsettling, realities of them. We will put in conversation a variety of texts, including, but not limited to poetry, literature, memoir and film, and offer a plethora of resources, both personal and historical in nature, in order to examine the unique and universal qualities of this event. The incidents that lead to the Holocaust raise profound and disturbing questions about the consequences of our actions and our beliefs, of how we as individuals make distinctions between right and wrong, good and evil. Thus, this course is a study of humanity just as much as it is one of how the Holocaust is represented from those who “survived,” as well as those who have been touched by the Holocaust through relationships, history, or through media.

Parents: Your signature acknowledges that you have read the letter above and give permission for your son/daughter to watch and read the materials presented in this course.

Students: Your signature indicates you are prepared to confront some of the harsh content of this course and grapple with important questions about humanity. You are also indicating that you understand that this sensitive material requires your utmost maturity and respect.

Parent Signature

Date

Student Signature

Date

Literature of the Holocaust
Night and Fog

Viewing Day: 15 minutes after the film students will write a reaction to what they saw. They can reflect on how they felt, what they saw and perhaps what they never knew about the atrocities depicted in the film. Reactions will be collected and teacher will read each before the next class day.

The next day:

- **Do now:** write down 5 words that capture your viewing experience. Teacher will then open a blank wordle and all kids will get up and write their 5 words→ view image together that it generates.
- Then, complete reading about film from DVD cover.
- **Lastly, examine the following issues together:**
 - Juxtaposition of black and white and color
 - Then/now
 - 1933 “the machine goes into action” the amount of planning and premeditation this task actually took and how many learned individuals it took to enable such a thing to occur
 - Can we place judgment?
 - Theme of fear
 - Is there such thing as an innocent bystander when the camps were within view of the towns
 - Section In the Camps
 - Degradation, nudity, shaved, numbered,
 - Experiments, mutilations, amputations,
 - The mind games- orchestra, even the propaganda
 - Crematorium
 - Cattle cars

UNIT 2					
Content/Topic: The Individual and Society	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 2 weeks</p> <p>Content Statement: Students will examine how identity is formed and consider the role it plays in determining one’s universe of obligation.</p> <p>Essential Questions:</p> <p>How is identify formed?</p> <p>Are we limited by the groups to which we belong or can we expand our horizons? What opportunities do individuals have in our society to expand their horizons?</p> <p>What impact does our desire to belong have on our actions and behaviors?</p> <p>How does our identity affect the choices we make?</p> <p>How can we keep our individuality and still be a part of a group?</p> <p>What factors motivate a person to help someone else? What factors hold a person</p>	<p>Key learning items/concepts:</p> <p>Everyone is shaped by innumerable influences such as ethnicity, religion, class, race, age, profession, the geographical regions from which they’re from, and many other group identities – all mingled with individual personality and predilection.</p> <p>Identities affect the choices we make.</p> <p>One’s universe of obligation, the circle of groups “toward whom obligations are owed, to whom rules apply, and whose injuries call for [amends]” is malleable and directly affected by how one perceives his or her identity.</p> <p>Society is suspicious of people who cannot be categorized.</p>	<p>Proficiencies:</p> <p>Students will be able to understand the complexity of roles we play in society and how that impacts our behaviors.</p> <p>Skills:</p> <p>Determine how one’s identity is shaped and how they affect the way a person behaves</p> <p>Define the universe of obligation and apply it to various historical, textual, personal, and social situations</p> <p>Define the terms upstander, bystander, collaborator, perpetrator, resister, and rescuer and understand how these roles people play affect identity, choices, and the history of the Holocaust.</p> <p>Draw evidence from informational, visual, and fictional texts to support analysis, reflection, and research.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Draw evidence from literary or</p>	<p>RL.11-12.1</p> <p>RL.11-12.3</p> <p>RL.11-12.6</p> <p>W.11-12.4</p> <p>W.11-12.6</p> <p>W.11-12.9</p> <p>W.11-12.10</p> <p>L.11-12.1</p> <p>L.11-12.3</p> <p>L.11-12.5</p>	<p>Pair, group and class discussions (F/S)</p> <p>Written reflections and responses (F/S)</p> <p>Short individual and group presentations (F/S)</p> <p>Close-reading notes and analysis of non-fiction, fiction, primary sources, and visual texts (F/S)</p> <p>Various Facing History and Ourselves resources (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Many of the texts and concepts are derived from Facing History and Ourselves: <u>The Holocaust and Human Behavior</u> Honors students will read excerpts of more challenging length and content</p> <p>“The Bear That Wasn’t” (Frank Tashlin)</p> <p>“Little Things are Big” (Jesus Colon)</p> <p><u>Pigeon</u> (short documentary)</p> <p>Story of David Cash</p> <p>“The ‘In’ Group” (Eve Shalen)</p>

<p>back from helping someone else?</p> <p>How do divisions of <i>we</i> and <i>they</i> get created?</p> <p>How does our tendency to see <i>us</i> as unique but <i>them</i> as members of groups affect our behavior as well as our attitudes? Do we welcome or fear <i>them</i>? When does fear turn to hate?</p> <p>What are the social and political consequences of creating the other?</p>	<p>Even as we struggle to define our unique identity, society attaches labels to us that may differ from those we would choose for ourselves.</p>	<p>informational texts to support analysis, reflection and research.</p> <p>Prepared for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6.</p>
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	<p>WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids

	<p>criteria for proficient work</p> <ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>routine/schedule</p> <ul style="list-style-type: none"> ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 3					
Content/Topic: The History of anti-Semitism	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 1-2 weeks</p> <p>Content Statement: Students will see the historical context with regard to creating the Jew as “other” and how anti-Semitism manifested itself at different times in history</p> <p>Essential Questions: How does anti-Semitism</p>	<p>Key learning items/concepts:</p> <p>Stereotypes of Jews perpetuated in the Middle Ages and have been shaped, redefined, and repackaged throughout history, including in Nazi Germany</p>	<p>Proficiencies:</p> <p>Upon examining a plethora of historical documents and images, students will be able to ponder: If you are surrounded by these images, stories, and myths – with few or no correctives – then what do you “know” about the “Jews”?</p> <p>Skills:</p>	<p>RI.1-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.6</p> <p>RI.11-12.7</p> <p>W.11-12.1</p> <p>W.11-12.3</p> <p>W.11-12.7</p>	<p>Pair, group and class discussions (F/S)</p> <p>Written reflections and responses (F/S)</p> <p>Close-reading notes and analysis of non-fiction texts (F)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p><u>A Convenient Hatred: The History of anti-Semitism</u> (Phyllis Goldstein)</p> <p><u>Sister Rose’s Passion</u></p> <p>Images and documents obtained through Facing</p>

<p>function as a tool to create “we” and “they”?</p> <p>What is the difference between the Jews of stereotype and myth and actual Jewish people?</p> <p>How did anti-Semitism manifest itself at different times in history?</p> <p>How did notions of anti-Judaism grow into anti-Semitism?</p> <p>How can these myths and stereotypes be countered?</p>	<p>Throughout history, Jews have been the victims of anti-Semitism in instances that include, but are not limited to: iconography that portrays Jews as greedy merchants, Jews as killer of Christ, the myth of the blood libel, the myth of Jews poisoning wells, Jews associated with the Devil, history of the Crusades, the Wandering Jew, the <u>Protocols of the Elders of Zion</u> and the Dreyfus Affair.</p> <p>The Nazis repackaged and reprocessed these roots of anti-Semitism and used pervasive propaganda to disseminate this ideology.</p> <p>The history impact of <i>Nostra Aetate</i> and Sister Rose Theiring</p> <p>Injustices, prejudices, and lack of respect are around us, and we have the power to change these attitudes.</p>	<p>Study medieval, 19th century, and modern primary sources and art with a strong focus on visual analysis</p> <p>Research contemporary instances of anti-Semitism</p> <p>Determine to what degree anti-Semitic images, myths, and stereotypes are still with us today.</p> <p>Create effective interview questions and synthesize material upon gathering data.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>Prepared for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.11-12.9</p> <p>SL.11-12.1</p> <p>SL.11-12.5</p>	<p>Various Facing History and Ourselves resources (F/S)</p> <p>Interviews and written reflections about them (F/S)</p> <p>Work Station activities (F)</p> <p>Participation in a Writing Contest through Seton Hall University (S)</p>	<p>History and Ourselves and online.</p>
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		Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Multilingual Learners</p> <p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 4					
Content/Topic: Hitler's Rise to Power	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 2-3 weeks</p> <p>Content Statement: After WWI, Germany provided fertile ground for the degradation and destruction of a democracy and for the rise of a dictator.</p> <p>Essential Questions:</p> <p>Why did Germany choose to abandon a democracy?</p> <p>What can we learn about democracy from studying the failures of the Weimar Republic?</p> <p>How and why was Germany a fertile ground for Hitler to come to power?</p> <p>Where could different choices have been made?</p> <p>What were the immediate consequences and results of Hitler taking power?</p> <p>How was propaganda used to perpetuate Nazi ideology?</p>	<p>Key learning items/concepts:</p> <p>WWI, the Treaty of Versailles, politics, economics, and art and culture in Germany are all important to study in order to understand the climate of the time.</p> <p>The Beer Hall Pausch was a seminal event in Hitler's rise to power.</p> <p>Communists were targets of scapegoating and violent, unjust persecution, which preceded and foreshadowed what would happen to Jews in 1930s Germany.</p>	<p>Proficiencies:</p> <p>Students will be able to identify the numerous factors that lead to the dissolution of the Weimar Republic and the rise of Nazi power during the years 1919 and 1933.</p> <p>Skills:</p> <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>Revisit notes from US History II and reapply them</p> <p>Cite specifically from a variety of sources</p> <p>Collaborate with members of class to create a compelling handout, utilize multimedia visual aids, and present to the class</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Examine and make meaning of political cartoons and the propaganda inherent in them.</p>	<p>RI.11-12.1</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.7</p> <p>L.11-12.6</p>	<p>Pair, group and class discussions (F/S)</p> <p>Written reflections and responses (F/S)</p> <p>Short individual and group presentations (F/S)</p> <p>Close-reading notes and analysis of non-fiction texts (F/S)</p> <p>Group projects (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p><i>The Third Reich: The Rise</i> (History Channel documentary - 2011)</p> <p><u>The Roots of Nazi Psychology</u> (Jay Gonen)</p> <p><u>Hitler: The Pathology of Evil</u> (George Victor)</p> <p>Reading from Facing <u>History and Ourselves: The Holocaust</u> and Human Behavior and its website</p> <p><u>Triumph of the Will</u></p> <p><u>The Eternal Jew</u></p> <p><i>The Poisonous Mushroom</i></p> <p>A plethora of resources found online, including material found on the USHMM and Calvin College (for propaganda)</p>

		<p>Produce clear and coherent writing in which the development, organization</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Multilingual Learners Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 			
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UNIT 5					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>European Jewish Life Prior to World War II</p> <p>Time: 1 week</p> <p>Content Statement: Understanding the “normalcy” of Jewish life prior to Nazi rule will enable students to empathize with individual’s plight and understand the magnitude of the Holocaust.</p> <p>Essential Questions:</p> <p>What is associated with “typical” or “normal” life?</p> <p>What do photographs of European Jews taken prior to Nazi rule show about their lives?</p> <p>How does an individual story help to clarify the macrocosmic one?</p> <p>How can we empathize with what was lost during the Holocaust?</p>	<p>Key learning items/concepts:</p> <p>Students will develop an understanding of pre-World War II Jewish religious, cultural, and communal life in Europe in order to distinguish individual lives from the statistics of the Holocaust.</p> <p>Students will develop an understanding of the importance of recognizing and appreciating differences, whether individual, cultural, religious, or otherwise.</p>	<p>Proficiencies:</p> <p>Students will explore the normalcy (religious, cultural, and communal) of Jewish life by finding and analyzing family photographs of an affected community from before the Nazi occupation or invasion and then researching the drastic changes in that community following Nazi rule.</p> <p>Skills:</p> <p>Locate online and examine pre-World War II Jewish life in Europe through photographs from that time.</p> <p>Interpret what some aspects of pre-World War II Jewish life may have been like and relate that to their own lives.</p> <p>Research information about the locales of the photographs collected to discover different aspects of Jewish life before and after Nazi occupation.</p>	<p>RI.11-12.7</p> <p>W.11-12.3</p> <p>W.11-12.7</p> <p>W.11-12.9</p>	<p>Photo analysis and written commentary about them (F)</p> <p>Gallery walk (F)</p> <p>Efficacy of online research and works cited (F)</p> <p>Written reflection and class discussion (F/S)</p>	<p>Selection of primary sources</p> <p><i>Suggestion(s):</i></p> <p>USHMM website</p> <p>Excerpts from <i>There Once Was a World: A 900-Year Chronicle of the Shtetl of Eishyshok</i> (Yaffa Eliach)</p> <p><i>Survivors of the Holocaust</i>, video by Steven Spielberg and the Survivors of the Shoah Visual History Foundation</p>

		<p>Analyze photographs collected and the research gathered on different Jewish communities. Evaluate Jewish life in Europe before World War II and describe it in a follow-up writing assignment.</p> <p>Synthesize the goals of the project through a gallery walk and class discussion.</p>			
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Interdisciplinary Connections	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

UNIT 6					
Content/Topic: Testimony	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: Approx. 3 weeks</p> <p>Content Statement: Students will learn from major witness voices</p> <p>Essential Question:</p> <p>Can a second generation reader truly understand the Holocaust?</p> <p>Why write literature about the Holocaust?</p> <p>Is it writing as catharsis? Who is the intended audience of literature about the Holocaust?</p>	<p>Key learning items/concepts: In reading a selection of essays and excerpts from survivors and scholars, we will examine the various perspectives of victims and perpetrators.</p> <p>Dehumanization</p> <p>In order to fully value democracy, we must understand that which is possible when rights are taken away.</p> <p>“silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can—however unintentionally—perpetuate problems”</p> <p>The Holocaust was not an accident, but a result of many decisions, organizations fueled by hatred and prejudice.</p>	<p>Proficiencies:</p> <p>Students will be able to examine text, image and art and connect it to the greater lessons we learn of the Holocaust.</p> <p>Students will be able to identify how particular abuses in power may result in the violation of civil rights for others.</p> <p>Students will be able to contextualize the elements inherent in the non-fiction texts we examine .</p> <p>Skills: SWBAT Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others..</p>	<p>RI.11-12.10</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p> <p>W.11-12.6</p> <p>W.11-12.10</p>	<p>Individual and group presentations (F/S)</p> <p>Jigsaw class analysis and discussion (F)</p> <p>Written responses to annotated articles (F/S)</p> <p>Synthesis writing/essays (S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>“The Drowned and the Saved” Primo Levi</p> <p>“Days and Memory” Charlotte Delbo</p> <p>“The Grey Zone” & “Choiceless Choice”</p> <p>Facing History & 351-352</p> <p>Excerpts, including, but not limited to the Forward and Preface, “Maurice Raucheweld” “Mala Hoffnung Sperling” “Leon Bass” “Chaplain Herschel Schacter” from <i>Holocaust Testimonies: European Survivors and American Liberators in New Jersey</i></p>

		Draw evidence from literary or informational texts to support analysis, reflection and research.			
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Interdisciplinary Connections	RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of 	<ul style="list-style-type: none"> Provide opportunities for 	<ul style="list-style-type: none"> Provide 	Using images and other visual aids to support understanding of concepts <ul style="list-style-type: none"> Kinesthetic learning

	<p>skills/techniques to be mastered</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>repetition and practice</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>opportunities for project based learning</p> <ul style="list-style-type: none"> ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>experiences (manipulatives, movement, etc.)</p> <ul style="list-style-type: none"> ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 7					
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Content/Topic: Short Stories/Memoirs	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Time: Approx. 3 weeks</p> <p>Content Statement:</p> <p>Students will read texts that illustrate themes of compliance and resistance.</p> <p>Reading literature but dispersing history lessons in order for students to have schema to understand the elements inherent in the literature we are to study.</p> <p>*This is where we will differentiate between honors and CP-Honors kids will provide mini-lessons to class for necessary background information</p> <p>Essential Question: How do we negotiate the line in literature between fact and fiction?</p> <p>It is necessary to look at those unsettling images and facts for as Lawrence Langer one questioned: ""How do words help us to imagine what reason rejects? A reality</p>	<p>Key learning items/concepts:</p> <p>Transports Sonderkommando</p> <p>Students will develop empathy and humanize the victims of the Holocaust as only ascertainable through an analysis of literature</p> <p>Expose students to a variety of voices, genres, and perspectives in order to better understand the human aspects of the Holocaust</p> <p>There were many roles that were forces on many during the Holocaust, including: victim, oppressor, bystander and rescuer.</p> <p>Morality can be mercurial.</p>	<p>Proficiencies:</p> <p>Students will understand how many used art as a way to resist living under the Nazi rule and see various experiences as documented in a variety of forms.</p> <p>Students will be able to examine interpretations of the Holocaust as expressed in text, art and memorials.</p> <p>Students will be able to recognize the heroic deeds in ghettos and concentration camps.</p> <p>Skills:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p>RL.11-12.10</p> <p>W.11-12.6</p> <p>W.11-12.10</p>	<p>Reading journals (F)</p> <p>Written analytical and synthesis essays (F/S)</p> <p>Small-group presentations (S)</p> <p>Jigsaw class activities (F)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>“This Way for the Gas, Ladies and Gentlemen” & “Auschwitz, Our Home (A Letter)” by Tadeusz Borowski</p> <p>Selection of 1-page Biographies of Holocaust victims and survivors (published by US Holocaust Memorial Museum)</p>

<p>which makes the frail spirit cringe”</p> <p>How is language used to empower and/or educate those who have not experience the atrocities first-hand?</p>					
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 			
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UNIT 8					
"What a curiosity it was to hold a pen—nothing but a small pointed stick, after all, oozing its hieroglyphic puddle.... An immersion into the living language: all at once this cleanliness, this capacity, this power to make a history, to tell, to explain. To retrieve, to reprieve!" — from <i>The Shawl</i>					
Content/Topic: The Shawl/Rosa Excerpt from Joseph Lowin's book <i>Cynthia Ozick</i> entitled "Rewriting Herself: 'The Shaw' and 'Rosa'	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: Approx. 3 weeks</p> <p>Essential Questions:</p> <p>How can Holocaust literature help those who were not victims understand the unimaginable?</p> <p>How is the idea of home represented by someone who has had their home taken from them?</p>	<p>Key learning items/concepts:</p> <p>Students will apply knowledge of language structure, language conventions, figurative language, theme, and genre to examine "The Shawl" and "Rosa" in discussion and in writing.</p> <p>Students will examine author's use of symbol and its connections to</p>	<p>Proficiencies:</p> <p>Students will become proficient in making meaning of various literary technique, sentence structure, context clues, etc.</p> <p>Skills:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write arguments to support claims in an analysis of substantive topics</p>	<p>RL.11-12.1</p> <p>RL.11-12.10</p> <p>W.11-12.1</p> <p>RL.11-12.4-7</p> <p>L.11-12.5a&b</p>	<p>Literary analysis and synthesis of fact and historical fiction essay (F/S)</p> <p>Note-taking (on critical articles) (F)</p> <p>Small group and class discussions (F)</p>	<p>Selection of primary sources</p> <p><i>Suggestion(s):</i></p> <p><i>The Shawl</i> Rosa</p> <p>Joseph Lowin <i>Cynthia Ozick</i></p>

<p>**We will Excerpt some of NCTE's The Big Read Rosa/The Shawl materials as well**</p>	<p>the larger themes of the work.</p> <p>Students will examine the shift in semantics from "refugee" to "survivor"</p> <p>Many survivors/authors use animalistic metaphors and employ animal symbolism to make meaning for those who have not experienced the Holocaust first-hand.</p>	<p>or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Determine the meaning of words and phrases used in a text, as well as analyze author's use of language and structure as well as examine multiple interpretations of a given text.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>Students will use a range of reading strategies to comprehend, interpret, evaluate and appreciate texts.</p> <p>Students will synthesize the texts and historical elements we have studied thus far in class with the short texts of The Shawl and Rosa</p> <p>Students will be able to transfer characterization from one short text to another.</p>	<p>L.11-12.6</p> <p>W.11-12.2 (a-f)</p>		
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1</p>
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	<p>RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to

	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>assignments</p> <ul style="list-style-type: none"> ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>for independent studies</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<p>present content</p> <ul style="list-style-type: none"> ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Teacher Guided Reading Notes from “The Shawl”

- Examine paradox “coldness of hell” (Ozick 3)
- Magda “You could think she was one of *their* babies” (Ozick 4)
- Why word choice “ how shining, an elfin tooth tombstone of white marble gleaming there” (Ozick 4)

- Magda or the shawl question (Ozick 8)
- How is electricity personified? What is the impact of such figurative language?

Teacher Guided Reading Notes from “Rosa”

- What is the impact of the reference of cannibalism?
- Why use last names in “Rosa” but not “The Shawl” ?
- How is nature characterized and what is that impact on the tone of that story?
- Why does Rosa make such a point to separate herself literally and figuratively from others? How does she view herself and her upbringing and how does that inhibit her personal relationships now?
- Trace the animal references in the text- what are these metaphors suggesting about Rosa and those around her? What does she say about her as a person/character?
- Pay attention to the reference to mirrors in the text: what might their presence be conveying or representing?
- Examine the repeated phrase “Thieves took it” in the text and think about its effect on theme, character development, tone, etc
- Discuss shift in semantics as reflected in the letter Rosa receives: refugee to survivor ?
- What is home to someone like Rosa?
- Think about the connection from one story to the next in reference to how Magda is described as a Tiger. How do those references color our perception of reality?
- Examine the allusion “lily and the lotus” and Zionist
- How is remembering and reflecting on the past a recurrent theme in this text?
- Why does Rosa perceive Stella as a pornographer?
- How does Rosa manipulate facts for self gain (52)
- Examine the container vs the contained, ie “All of Miami Beach, a box for useless buttons” (Ozick 55).
- Look at the recurrent image of electricity and how it continues to be personified in both “The Shawl” and “Rosa”
- What can we make of the shift in POV on pg 66?
- How does Rosa’s sharing of the past (tramcar story) with her customers show her connection with those who oppressed her → “How I became like the woman with the lettuce” (Ozick 69). How are we to make sense of this statement? What is its impact?

Lowin, Joseph. *Cynthia Ozick*. “Chapter Eight: Rewriting Herself” “The Shawl’ and ‘Rosa’
p 106-121

- Issues of writing and rewriting
- Contained and the contained (safety for victim in the Holocaust) along with the silent battle of self-preservation

- We will examine Ozick’s control of language in “The Shawl” and the questions/issues this article raises, including:
 - How does Ozick achieve the “effect” of the concentration camp?
 - How is the use of metaphor impact and/or create effect for the reader?
 - How does Ozick create/produce the effect of physical torture?
 - How does the time break between the two stories impact the reader?
 - How does Ozick manipulate real and metaphorical mirrors?
 - Examine the relationship between Persky and Rosa.
 - Why does Rosa still imagine Magda as alive?
 - We need to examine the connection of the two stories and how Ozick interjects about writing
 - Examine the 2 Warsaws that Rosa differentiates between (she and Persky’s)
 - Examine “the riddle of the ordinary”
 - In “container and contained sub-section:
 - “metaphor of electricity” (Lowin 119)
 - mix of religion (Virgin/Child)
 - the danger within the container

UNIT 9					
Content/Topic: Poetry	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: Throughout course- we will examine poetry throughout the semester in conjunction with themes and symbols</p> <p>Content Statement: Students will be able to approach poetry with tools that will help them make meaning of a given text.</p>	<p>Key learning items/concepts:</p> <p>Tone Theme Connotation/ Denotation Symbol Simile Metaphor Personification</p>	<p>Proficiencies: Students will be able to employ close-reading strategies to help them paraphrase, interpret and analyze poems.</p> <p>Skills: SWBAT: Interpret words and phrases as they are used in a text, including connotative and figurative</p>	<p>RL.11-12.4.</p> <p>RL.11-12.5</p>	<p>Annotate poems (F)</p> <p>Group and pair analysis (F)</p> <p>Class poetry presentations (S)</p> <p>Comparison of various poems/voices (F)</p> <p>Written reflections (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>“Refugee Blues” W.H. Auden</p> <p>“I Saw a Mountain” Moses Schulstein, trans by Mindele Wajzman & Bea Stadler</p>

<p>Students will study poetry of the Holocaust to help students gain a better understanding of the emotions of those involved.</p> <p>Essential Question:</p> <p>How do we make meaning of poetry?</p> <p>How do poets express identity through poetry?</p> <p>What is the significance of a poem’s cultural and/or historical context?</p>		<p>meanings, and analyze how specific word choice shape meaning or tone</p> <p>Analyze the structure of text, including how specific sentences, paragraphs and larger portions of the text (e.g. stanzas) relate to each other and the whole</p> <p>Assess how point of view or purpose shapes the context and style of a text</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend literature, including stories, dramas and poems independently and proficiently.</p>	<p>RL.11-12.6</p> <p>RL.11-12.10</p>	<p>Think/Pair/Share analysis activities (F)</p>	<p>"First They Came for the Jews" By Pastor Niemoller</p> <p>“Babi Yar” Yevgeny Yevtushenko</p> <p>“Lady Lazarus” Sylvia Plath</p> <p>“Shema” Primo Levi</p> <p>“<i>The Butterfly</i>” Pavel Friedman</p> <p>“<i>Written in Pencil in the Sealed Freightcar</i>” Dan Pagis</p> <p>For more suggestions visit:</p> <p>http://www.yadvashem.org/yv/en/education/lesson_plans/poems_paintings.asp#3</p>
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to

	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>assignments</p> <ul style="list-style-type: none"> ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>for independent studies</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<p>present content</p> <ul style="list-style-type: none"> ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 10
"I know this is insane, but I somehow wish I had been in Auschwitz with my parents so I could really know that they lived through! ...I guess it's some kind of guilt about having had an easier life than they did" (Art Spiegelman in Maus)

Content/Topic: <u>MAUS</u>	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 2-3 weeks</p> <p>Content Statement: Students will be able to study the images and words in a graphic novel in order to enhance their understandings of key themes associated with the Holocaust.</p> <p>Essential Question: Why graphic novel? What impact does this form have on the telling of Vladek’s story?</p> <p>Where does prejudice originate, and how is it perpetuated?</p> <p>Do survivors of the Holocaust truly survive?</p> <p>How much is our identify shaped by our past? Our parents and their history?</p> <p>Whose story is this?</p> <p>Who is the real survivor of this story?</p>	<p>Key learning items/concepts:</p> <p>Students will explore the philosophical and moral dilemmas faced by both victims and perpetrators</p> <p>Students will examine the theme of guilt from the perspectives of Holocaust survivors, second generation survivors, and contemporaries</p> <p>Students will study themes of identity, survival, and the immediate and delayed impact of trauma</p> <p>Students will examine how prejudice works in order to dehumanize others</p> <p>Students will study the use of metafiction in the story</p> <p>Students will become familiar with the term, survivor’s guilt</p>	<p>Proficiencies:</p> <p>Students will employ close reading skills by studying a graphic novel, which is just as rich in words as it is in images</p> <p>Students will determine and understand how these texts blur lines – between genres (memoir, nonfiction, graphic novel) and the impact that has on them</p> <p>Students will negotiate the desire to disseminate one’s story with the realities of commercialism, as Art is haunted by both</p> <p>Skills: STWB</p> <p>Identify examples of prejudice and stereotyping by examining the anthropomorphized characters, most notably examining why the Jews are depicted as mice</p> <p>Understand the guilt associated with second generation survivors</p> <p>Study both words and images in order to understand the horrors of the Holocaust</p> <p>Determine how Artie characterizes an idealized brother of whom he feels that he is the negation</p>	<p>RL.11-12.1-6</p> <p>RI.11-12.1-3</p> <p>W.11-12.1-2</p> <p>SL.11-12.2</p> <p>L.11-12.4</p>	<p>Ongoing assessments (F)</p> <p>Writing assignments (F/S)</p> <p>Short presentations (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p><u>Maus</u> Volume I: My Father Bleeds History (Art Spiegelman)</p> <p><u>Maus</u> Volume II: And Here My Troubles Began (Art Spiegelman)</p> <p><u>MetaMaus</u>: A Look Inside a Modern Classic (Art Spiegelman)</p> <p><i>Of Mice and Mimesis: Reading Spiegelman with Adorno</i> (Andrewas Huyssen)</p>

<p>How “truthful” are personal testimonies?</p> <p>What responsibilities do second generation survivors have now that their survivor-parents are dying?</p>	<p>Students will become familiar with Art Spiegelman’s motivations for writing these books</p> <p>Students will explore the tension between father and son and determine the many reasons for why it exists</p>	<p>Read and apply literary criticism</p> <p>Deduce why Spiegelman chose to recount his father’s narrative as a frame story</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> Maintain a consistent routine/schedule Provide immediate feedback when applicable 			
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UNIT 11					
Content/Topic: <i>The Sunflower</i>	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 2nd Semester</p> <p>Content Statement: We will read <i>The Sunflower</i>, accompanying reflections in the second half of the book and several outside articles on the psychology of forgiveness to examine the issues of forgiveness raised by <i>The Sunflower</i>.</p> <p>Essential Questions:</p> <p>Does one have the right to grant forgiveness for a crime that was committed towards someone else?</p> <p>Should/can someone be asked to be the voice of an entire group (race/creed/sex)?</p>	<p>Key learning items/concepts:</p> <p>Reading <i>The Sunflower</i> forces us to acknowledge the actions and reasons behind the Nazi soldiers perpetrating horrible acts against the Jews.</p> <p>In studying <i>The Sunflower</i> we are challenged with the issue of forgiveness, its power and impact.</p> <p>Students will be exposed to psychological impacts and effects of forgiveness.</p> <p>Students will recognize various forms of</p>	<p>Proficiencies:</p> <p>Students will be able to examine texts for voice, justification of argument and style.</p> <p>Students will be able to employ close-reading strategies to help them paraphrase, interpret and analyze questions and arguments raised in a text.</p> <p>Students will be able to examine argument for claims and warrant as well as formulate their own original claim, and back it with evidence in their own writing.</p> <p>Skills:</p> <p>SWBAT:</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the</p>	<p><u>RI.11-12.2</u></p> <p><u>RI.11-12.5</u></p> <p><u>W.11-12.1.D</u></p> <p><u>L.11-12.5</u></p>	<p>Individual written responses (F/S)</p> <p>Small and large group discussions (F)</p> <p>One-pagers (reflections for supplemental articles listed under “Suggested Materials”) (F)</p> <p>Wiki book group assignment (see below) (S)</p> <p>Final assessment: Persuasive essay responding to the question “should or should we not be able to give forgiveness for a crime committed against someone</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p><i>The Sunflower</i> by Simon Wiesenthal (including all the additional reflection pieces found in the second half of the book).</p> <p>Articles on the psychology of forgiveness: http://www.guidetopsychology.com/forgive.htm http://www.pbs.org/thisectionallife/topic/forgiveness/understanding-forgiveness</p> <p>Current articles on the issue of forgiveness for Holocaust Atrocities:</p>

<p>What is the role of forgiveness in understanding and moving away from the atrocities of the Holocaust?</p>	<p>argument, empathy and reflection from various authors (of varied political/religious/ethical standpoints) on the same issue of forgiveness as presented in <i>The Sunflower</i>.</p> <p>Apply reading strategies and annotation skills to enable their independent reading abilities, as well as reading and writing fluency.</p>	<p>text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>else?” In these essays, students must provide textual support to back claim from the text of <i>The Sunflower</i> as well as at least one idea found in one of the additional readings/reflections found in the second part of <i>The Sunflower</i> AND must cite at least one of the supplemental articles on forgiveness (see the column to the right for texts). (S)</p>	<p>“Can a Holocaust survivor ever forgive the Germans?” http://www.haaretz.com/jewish-world/can-a-holocaust-survivor-ever-forgive-the-germans-1.296163</p> <p>“Forgiveness is Freedom, says Holocaust survivor” http://www.nola.com/religion/index.ssf/2012/09/forgiveness_is_freedom_says_ho.html</p> <p>“Forgive? Even on Yom Kippur Holocaust Survivors Say ‘No’” http://www.jweekly.com/article/full/6730/forgive-even-on-yom-kippur-holocaust-survivors-say-no/</p> <p>“Is Forgiveness Possible? A Jewish Perspective” http://www.bbc.co.uk/history/worldwars/genocide/forgive_01.shtml</p>
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for 	<p>Multilingual Learners Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content
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	<p>and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>independent studies</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<ul style="list-style-type: none"> ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Literature of the Holocaust

Name:

Book Group Template

For your reading of *The Sunflower*, book groups will meet five times to discuss the novel and address each of the aspects listed below. Take notes on your group's wiki for each of your meetings, noting the date and members names at the top.

This is the reading/book discussion schedule. The book groups will have 5 meetings. Be sure you have completed each part by the book discussion day. Because these will be taking place over the last weeks of the semester the dates are not subject to change.

- 1) Preface-page 58, **Monday, Jan 6th**
- 2) Page 58-99, **Thursday, January 9th**
- 3) Pages 101-58, **Monday, January 13th**
- 4) Pages 158-213, **Wednesday, January 15th**
- 5) Pages 213-275, **Friday, January 17th** **On the last meeting, you will respond to the "post-reading questions" included in the packet.

****Your groups will be graded on your postings according to the attached rubric****

Directions: Write your notes for every category below on your group's wiki space. At each of the meetings 1-2, you will discuss the following.

- **Imagery/ Symbolism/Literary Devices and their impact to theme and meaning.**
- **Character Behavior/Psychology/Conflicts/Goals and their connection to the plot and larger themes of the text**

**You must use textual evidence

- **Interesting Passages** (at least two passages, cited in proper MLA format) and an explanation as to why you find the passage interesting. (Each response should be a paragraph)
- **Questions/ Predictions** you have (at least 2)
- **Connections to other texts** we have read in class thus far. Be specific with your comparisons and explain them. (One paragraph minimum)

For Meetings 3 and 4:

- Briefly summarize the stance each of the writers/thinkers have on the issue of forgiveness (2-3 sentences)
- Explain that reader/writer/thinker's justification for his/her stance and the questions they may raise (if applicable) (2-3 sentences)

Meeting # 5 Post- Reading Questions for your wiki group**** These Questions are Courtesy of [Shoaken Books](#)**

1. "In his confession there was true repentance," writes Wiesenthal (p. 53). Not all of the commentators agree with him. Many of them think Karl was angling for "cheap grace," and that his remorse exists only because he finds himself facing death. Which point of view do you agree with? Do you think, with literary critic Tzvetan Todorov (p. 251), that the very fact of Karl's expressing remorse makes him exceptional, and therefore deserving of respect?
2. Eva Fleischner found that almost without exception, her Christian students "come out in favor of forgiveness, while the Jewish students feel that Simon did the right thing by not granting the dying man's wish" (p. 139). Do you feel that the Christian and Jewish writers in this volume are similarly divided? Do their differences stem from first-hand experience, or from different notions of sin and repentance, as Dennis Prager suggests? Do any writers in this book seriously suggest forgiveness and why? Do you believe, with political theorist Herbert Marcuse, that "the easy forgiving of such crimes perpetuates the very evil it wants to alleviate" (p. 198)?
3. Did the mother of the SS man, by her passivity, acquiesce in her son's crimes? Wiesenthal says that people who wanted "only peace and quiet" were "the mounting blocks by which the criminals climbed to power and kept it" (p. 91). Most of the authors in this volume believe that Wiesenthal did the right thing in not telling her about her son's crimes. Psychotherapist Andre Stein, however, disagrees, saying that "Simon had a responsibility toward past and future victims to tell her the truth. And Karl's mother had the responsibility of rising above her personal pain and telling the world what her son had done" (p. 240). Which point of view do you agree with?
4. "I asked myself if it was only the Nazis who had persecuted us. Was it not just as wicked for people to look on quietly and without protest at human beings enduring such shocking humiliation?" (p. 57). Some of the commentators believe that those who were following orders were just as guilty as those who gave them; others, like Dith Pran, draw a moral line between followers and leaders. Would you hold them equally responsible?
5. "Without forgetting there can be no forgiving," says retired Israeli Supreme Court Justice Moshe Bejski (p. 116); the Dalai Lama, on the other hand, believes that one must forgive but not necessarily forget. Do you think it is possible to forgive and not forget? How would you differentiate forgiveness and reconciliation?
6. Wiesenthal's friend Josek tells him that no one can offer forgiveness on behalf of another victim. Rabbi Abraham Joshua Heschel writes, "No one can forgive crimes committed against other people" (p. 165). Wiesenthal is not so sure. "Aren't we a single community with the same destiny, and one must answer for the other?" he asks (p. 65). It is a question echoed by the Catholic writer Christopher Hollis when he posits that insofar as Karl's crime was part of "a general campaign of genocide, the author was as much a victim--or likely to be soon a victim--of that campaign as was the child, and, being a sufferer, had therefore the right to forgive" (p. 169). Which point of view do you find more persuasive, Hollis's or Heschel's?
7. Many of the Symposium contributors believe that even as he lay dying, Karl saw the Jews as objects or subhumans, and that his wish to confess to a Jew, any Jew, and a concentration camp prisoner at that, showed that he had learned nothing from his experiences. Do you agree with this?
8. Why does Wiesenthal dream about the little boy Eli (p. 68)?
9. "There are many kinds of silence," Wiesenthal states (p. 97). What messages, positive and negative, does Wiesenthal's own silence convey? What does it tell the dying man? What does it tell to you, the reader?

10. Eugene J. Fisher believes that "we have no right to put Jewish survivors in the impossible moral position of offering forgiveness, implicitly, in the name of the six million. Placing a Jew in this anguished position further victimizes him or her. This, in my reading, was the final sin of the dying Nazi" (pp. 132-33). Literature professor Lawrence L. Langer and writer Primo Levi share this opinion. Do you agree?
11. Jean Amery, Mark Goulden and Cynthia Ozick insist that Karl and the other Nazis should never under any circumstances be forgiven. Do you find their arguments harsh or just?
12. Theologian Robert McAfee Brown acknowledges that "perhaps there are situations where sacrificial love, with forgiveness at the heart of it, can make a difference, and can even empower" (pp. 122-123). He cites Nelson Mandela and Tomas Borge as examples of men who have forgiven wrongs that many might see as unforgivable. Do you think that Mandela's and Borge's situations are comparable with Wiesenthal's? Where do the differences lie?
13. If you believe that Karl should be forgiven, apply Harry James Cargas's *reductio ad absurdum* (p. 125): If Hitler had repented, should he be forgiven? Why or why not?
14. Is Harry Wu's reaction to Comrade Ma (pp. 255-58) relevant to Wiesenthal's feelings toward Karl?
15. How does collective guilt differ from national guilt? Do you believe that future generations should continue to feel remorse for a previous generation's crimes? Martin E. Marty compares the national guilt visited upon the postwar generation in Germany with our own national guilt for the institution of slavery and the genocide of Native Americans, and questions whether the perpetuation of such feelings is healthy. Do you agree with his position?
16. What do you think of President Reagan's visit to the SS cemetery in Bitberg, Germany? Has reading this book changed your opinions?
17. "I wonder if Simon did not receive his vocation from this dying SS man," writes Episcopal priest Matthew Fox (p. 146). Does this seem a reasonable theory to you? Do you agree with Fox's belief that in hunting down former Nazis, Wiesenthal is actually offering them the opportunity for a moral conversion? Does Simon Wiesenthal's life's work as a Nazi hunter constitute his own response to the question he poses in this book?

	Distinguished	Accomplished	Proficient	Developing	Emerging
<p>Commentary: Wiki posting should try to accomplish a variety of purposes such as identifying the main idea, author's purpose, tone, evidence, structure, diction, questions, reflections, opinions/facts, inferences, literary devices, reflection, ect</p>	<p>Comments accomplish a great variety of purposes.</p> <p>Understanding of text is evident.</p> <p>Thoughtful connections made to other texts or life experiences.</p> <p>Commentary is original and thought-provoking.</p>	<p>Comments accomplish a few key purposes.</p> <p>Understanding is evident.</p> <p>Connections are made to other texts to life experiences.</p> <p>Original commentary.</p>	<p>Comments are present but lacking a diversity of purposes AND/OR connections are made to other texts or life experiences.</p> <p>Understanding is mostly evident.</p> <p>Commentary lacks uniqueness.</p>	<p>Comments only reflect a limited group discussion.</p> <p>At times, understanding of key textual elements are not clear.</p> <p>Connections to outside sources don't make sense or are incorrect.</p> <p>Commentary is not unique.</p>	<p>Comments on wiki are present but are too scattered and sparse to demonstrate group's understanding and knowledge of text.</p>
<p>Consistency Close reading and thorough responses should be evident for all postings, from start to finish</p>	<p>Consistent postings throughout the wiki.</p>		<p>Inconsistent postings on the wiki OR postings missing elements.</p>		<p>Very few and sporadic postings on wiki (this suggests the entire text was not read or not read thoroughly enough)</p>
<p>Quotes</p>	<p>All direct quotes from the novel are cited properly.</p>	<p>Most quotes are cited properly.</p>	<p>Less than half of the quotes are cited properly.</p>	<p>Most quotes are not cited.</p>	<p>No citations.</p>
<p>GUMS (Grammar, Usage, Mechanics, Structure)</p>	<p>Used proper GUMS consistently throughout wiki posting.</p>	<p>Used proper GUMS with only one or two errors in one of the categories.</p>	<p>Three or more mistakes in GUMS.</p>	<p>Four or more mistakes in GUMS.</p>	<p>Several mistakes in GUMS.</p>

UNIT 12					
Content/Topic: Independent Reading/Hero	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: Ongoing</p> <p>Content Statement: Students will be able to apply close-reading skills and make meaning of outside reading texts. Students will also make connections between their independent reading choices and texts we have covered in class together</p> <p>Essential Question:</p> <p>How does understanding the structure of a novel enable the reader to make meaning of the text?</p> <p>How does the work of fiction reflect/depict or challenge those facts we have learned about the Holocaust?</p> <p>How can a work of fiction make meaning and sense of something historic?</p>	<p>Key learning items/concepts:</p> <p>Discover motives of heroes and the risks and benefits of their actions through an extensive look at their reasons.</p> <p>Apply reading strategies and annotation skills to enable their independent reading abilities, as well as reading and writing fluency.</p>	<p>Proficiencies:</p> <p>Students will be able to apply reading strategies and context of the Holocaust to their own independent reading of a Holocaust related text (preferably about a hero).</p> <p>Skills:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>RL.11-12.1.</p> <p>W.11-12.1.</p> <p>W.11-12.2.</p> <p>W.11-12.4</p>	<p>Individual reading, annotations, written reflections, and presentations (F/S)</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p><i>His Name was Raoul Wallenberg</i> by Louise Borden</p> <p>“Poems of the Shoa” Louis Brodsky</p> <p><i>Heroes of the Holocaust</i> by Lyn Smith</p> <p><i>The Ghost Writer</i> Philip Roth</p> <p><i>The Pawnbroker</i> E.L Wright</p> <p><i>Enemies, A Love Story</i> I.B. Singer</p> <p><i>Wartime Lies</i> L. Begley</p> <p><i>Mr. Sammler’s Planet</i> <i>Everything’s Illuminated</i></p> <p><i>The History of Love</i> <i>Once We Were Brothers</i> Ronald H. Balson</p>

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Interdisciplinary Connections	RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn1 1a VPA1.5.12prof.Cn1 1b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of 	<ul style="list-style-type: none"> Provide opportunities for 	<ul style="list-style-type: none"> Provide 	Using images and other visual aids to support understanding of concepts

	<p>skills/techniques to be mastered</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>repetition and practice</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>opportunities for project based learning</p> <ul style="list-style-type: none"> ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 13					
Content/Topic: Modern Genocides (Sierra Leone, Rwanda, Darfur and Sudan)	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: End of Year</p> <p>Content Statement:</p> <p>We will research and read fiction and non-fiction texts to examine the genocides in Sierra Leone, Rwanda, Darfur and Sudan.</p> <p>We will draw comparisons between personal experiences of individuals in the various genocides and discuss/examine ways in which authors help make the unimaginable digestible and universal to his/her readers.</p> <p>Essential Questions:</p> <p>How have contributing factors leading to genocides continued to occur in our modern world?</p> <p>How does one’s morals and ethics change based on the life situations one finds</p>	<p>Key learning items/concepts:</p> <p>Modern genocides have similar beginnings. Though the genocides themselves are different, the impact on the human spirit becomes universal, which enables us to put literature from them all into conversation with one another.</p> <p>Facts, causes and impacts of war and genocide in Sierra Leone, Rwanda, Sudan and Darfur</p> <p>Recognize the impact of modern (guerilla) war on children and younger generations</p>	<p>Proficiencies:</p> <p>Students will be able to examine and extract meaning from the texts and discuss in either writing or speech how authors/artists/directors use their medium to create and express truth.</p> <p>Skills:</p> <p>SWBAT:</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><u>RL.11-12.5</u></p> <p><u>W.11-12.2</u></p> <p><u>W.11-12.7</u></p> <p><u>W.11-12.8</u></p> <p><u>W.11-12.9</u></p> <p><u>SL.11-12.1</u></p>	<p>Pair, group and class discussions (F)</p> <p>Written reflections and responses (F/S)</p> <p>Short individual and group presentations (F/S)</p> <p>Close-reading notes and analysis of non-fiction texts (F)</p> <p>Lit Circle activities, discussions and presentations: <i>Over a Thousand Hills I Walk With You</i> <i>Left to Tell: Discovering God Amidst the Rwandan Holocaust</i> (F/S)</p> <p>Final assessment for Unit: Students will act as a museum curator and</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>School History Databases for articles and research materials about modern genocides</p> <p>Piloting <i>A Long Way Gone</i> http://www.youtube.com/watch?v=17M7ms0kjww</p> <p>By Ishmael Beah</p> <p>Brief history of Rwandan Genocide: http://www.history.com/topics/rwandan-genocide/videos/rwanda-background-to-genocide</p> <p>Excerpts from <i>We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda</i></p>

<p>him/herself in during a time of genocide?</p> <p>What does it mean to be a child soldier?</p> <p>What are the enduring effects of being a displaced person?</p> <p>What is the importance of storytelling in connection with atrocities associated with genocides and mass murders?</p> <p>To quote Gourevitch: “ How can people who have suffered so grievously manage to live together in a single cohesive society with those who have inflicted such suffering?”</p> <p>What is our personal responsibility to the areas of the world where we see such atrocities?</p> <p>Can and should we place blame for such atrocities?</p>		<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><u>SL.11-12.4</u></p> <p><u>L.11-12.6</u></p>	<p>create a multimedia/multigenre exhibit to capture artistic representations of the genocide in Sierra Leone, Rwanda, Darfur , Sudan or Armenia. Presentations must include three examples of literature that illustrates the said genocide (including testimony), photographs and/or paintings, examples of two artifacts from the genocide, and and appropriate music. Presentations should run about ten minutes in length. (S)</p>	<p>Philip Gourevitch</p> <p><i>Hotel Rwanda</i> (film)</p> <p><i>Worse Than War</i> (PBS)</p>
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		<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5</p>
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	<p>assignments</p> <ul style="list-style-type: none"> ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Holocaust Literature Final Assessment

Part I: Annotations

You will be given a selection of readings. Your task tonight is to read, annotate and interact with the texts as we have done throughout the course of the class. Think about how the authors make meaning through their use of language and manipulation of the themes inherent in Holocaust literature.

Part II: Essential Questions

After you have read the provided texts, annotated and made connections to the collection as well as to other texts we have covered this year, generate Five Essential Questions that challenge you to synthesize the texts as well as make connections to the content of the course this semester. You will submit these questions the next day in class.

Part III: In class

After the teacher reviews the essential questions you prepared, you will have one class period with the documents to respond to the question in a coherent essay. You are expected to use your annotated copies of the texts, synthesize the given texts and make larger connections between those in front of you and other texts and themes we have covered this semester.

Text Ideas:

“Shema” Primo Levi “Is this a Person” in blue book pg 359 FH&O “Resistance in the Death Camps”

Excerpts from Maus II on final