

Course: Literature of the Holocaust
Unit #: 1 - Foundations of Prejudice and The Holocaust

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- *RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.*
- *RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.*
- *RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.*
- *RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.*
- *W.11-12.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.*
- *NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.*
- *WHST.11-12.1. Write arguments focused on discipline-specific content.*
- *WHST.11-12.1.B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.*
- *RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.*

- **21st Century Life & Career Standards**

- 9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
 - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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.

For additional information, see **NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to inform others about the Holocaust and other forms of discrimination by identifying the use of propaganda as it is used to promote a position.

As aligned with LRHSD Long Term Learning Goal(s):

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text

2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

- literature can reflect the stereotypes and prejudices of a population.

EU 2

- self-awareness is key to understanding and eliminating our own prejudices.

EU 3

- government propaganda can strongly and easily influence public opinion.

Essential Questions

EU 1

- Why do people stereotype?
- How does language reflect stereotypes?

EU 2

- How can we change our thinking to eliminate bias?
- Why is it important to change our thinking to eliminate bias?

EU 3

- What types of propaganda are used to influence public opinion, and how / why are they effective?
- How effective is propaganda in influencing public opinion?

Knowledge

Students will know . . .

EU 1

- the language that is used to promote bias. (NJSLSA.SL3, W.11-12.1.B.)
- what a stereotype is and how they are created. (W.11-12.1.B.)

Skills

Students will be able to. . .

EU 1

- assess their own prejudices.
- identify specific language and terms used that reinforce stereotypes. (RI.11-12.6. , RI.11-12.7. , RI.11-12.9., W.11-12.1.B.)

EU 2

- that language and Education can form lasting impressions. (RI.11-12.7.)
- the necessity of seeing issues from multiple perspectives. (RI.11-12.7.)

EU 3

- different types of propaganda. (W.11-12.1.B.)

EU 2

- identify and assess different points of view from various sources. (RI.11-12.6. , RI.11-12.7. , RI.11-12.9., W.11-12.1.B.)

EU 3

- evaluate source material for validity and bias. (RI.11-12.6. , RI.11-12.7. , RI.11-12.9., W.11-12.1.B.)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- K/W/L of The Holocaust knowledge (A, M, EU 1)
- Webquest based on historical background information of The Holocaust (A, M, EU1)
- Gallery walk of items/propaganda from the Holocaust (A, M, EU1)
- Review of important vocabulary terms (ex: stereotype, genocide, bias, etc.) (A, EU1)
- Group carousel examining present-day stereotypes (senior citizens, teenagers, races/ethnicities, high school stereotypes, etc.) (A, M, EU1)
- View films such as *Eye of the Storm* (Jane Elliot video -- blue eyes/brown eyes experiment) (A, M, EU1, EU2)
- Read texts such as *Maus: Book 1*, *We Remember the Holocaust*, *Night*, and *War and Genocide* (A, M, EU2, EU3)

- Lesson plan resources provided by the United States Holocaust Memorial Museum website (ushmm.org). (Ex: “State of Deception: The Power of Nazi Propaganda) (A, M, T, EU3)
- Read and analyze stories and poetry from Kristallnacht and Kindertransport. (T, EU2, EU3) (<https://poemanalysis.com/best-poems/holocaust/>, <https://www.kindertransport.org/voices.htm>)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Foundations of Prejudice and The Holocaust	20
2	Genocide and the Holocaust	20
3	The Aftermath and the World	20
4		

Instructional Materials

- *Eye of the Storm* (film)
- *Maus*: Book 1
- *We Remember the Holocaust*
- *Night*
- *War and Genocide*
- "State of Deception" (ushmm.org)
- *United States Holocaust Memorial Museum website* (ushmm.org)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.