

Course: Literature of the Holocaust
Unit #: 2 - Genocide 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.*
- *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.*
- *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.*
- *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.*
- **English Companion Standards**
 - 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.

- Grade 9-10 Companion Standards:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>

- Grade 11-12 Companion Standards:

- <https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

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

- 9.4.5.CI.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.CI.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.

- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

- **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 be an upstander by recognizing biases and speaking out against acts of discrimination in society in order to foster a respectful and inclusive community.

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

- genocides are designed through leadership, propaganda, and hate
- genocides dehumanize a group of people

EU 2

Essential Questions

EU 1

- How do genocides occur and how do they escalate?
- Why is it important to treat all people fairly?

EU 2

- What can we learn about human nature through personal narratives?
- Why are first person accounts so important in history?

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| <ul style="list-style-type: none"> personal narratives of survivors are essential to bear witness to what happened in the ghettos and camps <p>EU 3</p> <ul style="list-style-type: none"> blindly following a belief system created by a tyrant or a dictator can lead to the persecution of minorities and opposing groups | <p>EU 3</p> <ul style="list-style-type: none"> How does a lack of transparency of motives allow a dictator to maintain control? Why is education about diverse groups so important? |
| <p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> propaganda ideas of a superior race and the creation of laws that support a holocaust. (NJSLSA.W9.) <p>EU 2</p> <ul style="list-style-type: none"> details of eyewitness accounts about the series of events that led to eventual extermination. (W.11-12.1.B.) <p>EU 3</p> <ul style="list-style-type: none"> how the Final Solution was conceived, developed, and implemented. (NJSLSA.W9.) | <p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> identify key ideas of suppression and discrimination from the Holocaust. (NJSLSA.W9.) <p>EU 2</p> <ul style="list-style-type: none"> examine personal experiences and struggles and draw conclusions about human nature. (W.11-12.1.B.) <p>EU 3</p> <ul style="list-style-type: none"> connect key events that led to the implementation of the Final Solution. (NJSLSA.W9.) |
| <p>Stage Two - Assessment</p> | |
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| <p>Stage Three - Instruction</p> | |

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}

Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Read historical accounts of the war and the Nazis creation of the camps. (A, EU 1/3)
- A visit to the United States Holocaust Memorial Museum in Washington, D.C. (A, M, EU 1/2/3)
- After USHMM visit, students will choose a specific exhibit from the museum to write a metacognitive piece about. (M, T, EU 1/2/3)
- Read Holocaust narratives and short stories, such as *Parallel Journeys* (Ayer), *The Tattooist of Auschwitz* (Morris), *Briar Rose* (Yolen), etc. (A, M, EU 2)
- Watch Holocaust movies, such as *The Pianist*, *The Boy in the Striped Pajamas*, *Schindler's List*, etc. (A, M, EU 1/2/3)
- Perform a play such as *The Butterfly* and discuss the characters (Raspanti) (A, M, T, EU 1/2/3)
- Write journal entries in response to reading selections and films. (A, M, T, EU 1/2/3)

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|--|---------------------------------------|
| 1 | Foundations of Prejudice and The Holocaust | 20 |
| 2 | Genocide and the Holocaust | 20 |
| 3 | The Aftermath and the World | 20 |
| 4 | | |

Instructional Materials

- *Holocaust Museum*
- *The Tattooist of Auschwitz*
- *Briar Rose*
- *Parallel Journeys*
- *The Pianist*
- *The Boy in the Striped Pajamas*
- *Schindler's List*
- *The Woman With the Blue Star*

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.