

Course: Literature of the Holocaust
Unit #: 3 - The Aftermath and the World

Year of Implementation: 2022-2023

Curriculum Team Members: Jackie Donaldson (Lenape) jacqueline.donaldson@lrhsd.org, Rylan Lynch (Cherokee) rlynch@lrhsd.org

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.
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
 - 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
 - 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 apply knowledge about the Holocaust to help with forming perspectives and sharing information about various world-wide human rights issues today so that they can react and respond to situations they see around the world appropriately.

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

Essential Questions

EU 1

- What short and long-term effects did the discovery of Nazi atrocities have on the world?

<ul style="list-style-type: none"> the discovery of the Nazi atrocities led to legal and sociological changes around the world. <p><i>EU 2</i></p> <ul style="list-style-type: none"> hate groups exist and flourish today due to misinformation and media accessibility. <p><i>EU 3</i></p> <ul style="list-style-type: none"> even under extreme circumstances, the human spirit will find ways to resist oppression. resistance is not always successful. 	<ul style="list-style-type: none"> How have laws been affected by the Nuremberg Trials? <p><i>EU 2</i></p> <ul style="list-style-type: none"> What responsibility do we have to identify and prevent hate groups? How is misinformation spread in society today? <p><i>EU 3</i></p> <ul style="list-style-type: none"> How do people find the courage to resist oppression? Why is resistance not always successful?
<p><u><i>Knowledge</i></u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the long term effects of the Holocaust on the world and the survivors. (<i>RST.11-12.9, W.11-12.1.B, NJSLSA.W9</i>) <p><i>EU 2</i></p> <ul style="list-style-type: none"> propaganda and bias can be used to influence people in a negative way. (<i>RI.11-12.6., RI.11-12.9</i>) <p><i>EU 3</i></p> <ul style="list-style-type: none"> the diverse groups of people/minorities that resisted oppression. the methods of resistance used by various groups and individuals. (<i>RI.11-12.9., RI.11-12.7.</i>) 	<p><u><i>Skills</i></u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Identify and describe what the long term effects of the Holocaust on the world and the survivors were. (<i>RST.11-12.9, W.11-12.1.B, NJSLSA.W9</i>) <p><i>EU 2</i></p> <ul style="list-style-type: none"> recognize examples of propaganda usage in today's media. (<i>RI.11-12.6., RI.11-12.9</i>) <p><i>EU 3</i></p> <ul style="list-style-type: none"> describe the diverse groups of people/minorities that resisted oppression. explain the different methods of resistance. (<i>RI.11-12.9., RI.11-12.7.</i>)
<p>Stage Two - Assessment</p>	

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

- Act out plays such as *Judgment at Nuremberg* (Mann) (A, M, EU 1 & 3)
- Complete an internet research project on hate groups today. (A, M, EU 2)
- Reading of other historical post-war texts. (A, M, EU 1 & 3)
- Read and analyze the poems and drawings from *I Never Saw Another Butterfly* (A,M,T EU 1/2/3)
- Reading and discussion on the essays in *The Sunflower*. (A, M, T, EU 1/2/3)
- Write an original poem combined with a related piece of artwork based on a specific theme of the Holocaust. (T, EU 1)

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

- *I Never Saw Another Butterfly: Childrens' Drawings and Poems from the Terezin Concentration Camp*
- *The Sunflower: On Possibilities and Limits of Forgiveness*
- *The Nuremberg Trials (Judgment at Nuremberg)*
- *Various historical sources from world wide events ie. Cambodia, Afghanistan, Serbia*

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.