



ESL  
SCIENCE  
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SOCIAL STUDIES  
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GIFTED & TALENTED  
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ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** English

**Course:** Holocaust and Genocide  
Literature

**Grade Level:** 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Dr. Leslie Septor, Program Supervisor of English Language Arts**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**David Mudrak**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Holocaust and Genocide**  
Grade(s) **11 & 12**

Date of Board Adoption:  
**August 27, 2024**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## Holocaust and Genocide Literature

### *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Historical Background of the Holocaust : History of Antisemitism, the Use of Propaganda, Individual and Societal Identity	6 weeks
2	From Persecution to Mass Murder	10 weeks
3	The Role of Resistance, The Role of United States and other countries	4 weeks
4	Other Genocides in the 19th -20th Centuries/ Human Rights	10 weeks
5	Searching For Answers: Reaction, Judgment, Memory and Legacy	10 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> </ul>

	<ul style="list-style-type: none"><li>● Create alternate assignments.</li><li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li><li>● Allow student to resubmit assignments.</li><li>● Use small group instruction.</li><li>● Simplify language.</li><li>● Provide scaffolded vocabulary and vocabulary lists.</li><li>● Demonstrate concepts possibly through the use of visuals.</li><li>● Use manipulatives.</li><li>● Emphasize critical information by highlighting it for the student.</li><li>● Use graphic organizers.</li><li>● Pre-teach or pre-view vocabulary.</li><li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li><li>● Provide audio versions of the textbooks.</li><li>● Highlight textbooks/study guides.</li><li>● Use supplementary materials.</li><li>● Give assistance in note taking</li><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read question to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul>
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## *UNIT OVERVIEW*

**Content Area:** Holocaust and Genocide Literature

**Unit I Title:** Historical Background of the Holocaust : History of Antisemitism, the use of Propaganda, Individual and Societal Identity

**Target Course/Grade Level:** 11 & 12

**Unit Summary:** Exploration of the historical background of Nazi antisemitism by paying particular attention to the social, economic and political turbulence in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Germany resorted to desperate measure to resolve its post-WWI turmoil. Students will examine the use of Nazi propaganda and its impact on the German population and the concept of antisemitism as well as explore the concept of identity.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RI.CR.11–12.1** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RL.CI.11–12.2** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**SL.PE.11–12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### **21st-Century Life & Career Skills**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice

**9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations

### **Unit Understandings**

*Students will understand that...*

- Late 19<sup>th</sup> and early 20<sup>th</sup> Century German politics provided the seedbed for the rise of Nazism.
- Many historic events occurred between 1933 and 1939 that led to the rise of Hitler and Nazi ideology.
- Propaganda methods that the Nazis used to exploit anti-Semitic attitudes among German people and to isolate Jews from the rest of the population.

### **Unit Essential Questions**

- How do government policies which limit one’s rights impact society?
- What elements must be in place for a despot to take power?
- How was/is propaganda used to incite and manipulate? How is propaganda evident today?
- How should one approach propaganda? How can one be cognizant of same?
- What constitutes your circle of obligation and why?
- How have ideas about race been used to decide who is included and who is excluded?

### **Knowledge and Skills**

*Students will know...*

- How to analyze and form conclusions about 19<sup>th</sup> and 20<sup>th</sup> century German politics as it relates to the rise of Nazism.
- Explore the origins of Antisemitism, Nazism, Propaganda, Kristalnacht, Identity, Sphere of Obligation, Stereotypes and Key Political Figures
- How to dissect and examine propaganda methods.
- How to use primary documentation to historically chart the events between 1933-1945.
- How to examine the term “genocide” as it relates to historical contexts and modern terms
- How stereotypes develop

*Students will be able to...*

- Analyze and form conclusions about 19<sup>th</sup> and 20<sup>th</sup> century German politics as it relates to the rise of Nazis.
- Define anti-Semitism and explore its origins.
- Examine propaganda methods

- Honestly explore personal identity as well as prejudices

## ***EVIDENCE OF LEARNING***

### **Assessment**

- Creation of workable timeline of events between 1933 and 1945.
- Written analysis of various forms of propaganda
- Written analysis of non fiction articles and text
- Participation in group identity activities

### **Learning Activities**

- Students will relate propaganda techniques from the past to present day.
- Creation of memory box for empathetic simulation
- Creating a sphere of obligation
- Creation of timeline through the student's' individual assigned years to research.
- Exploring the “Pyramid of Hate” and how it relates to the rise of Nazi ideology.
- Listening to Visual History Testimony on anti-Semitism.
- Interpretation of various Nazi propaganda visuals - groups and general discussion.
- View excerpts from *The Longest Hatred* - discuss and analyze same
- Research information on limiting government policies and their impact on society.

## ***RESOURCES***

### **Teacher Resources:**

- *Echoes and Reflections* - multimedia curriculum.
- [www.ushmm.org](http://www.ushmm.org) - The United States Holocaust Memorial Museum
- New Jersey Curriculum for Holocaust Education.
- *Voices and Views* - Deborah Dwork.
- *Ordinary Men*- C Browning
- “The Bad Samaritan” - 60 minutes episode

### **Equipment Needed:**

- LCD projector
- Newline Board
- Laptop computer



## *UNIT OVERVIEW*

**Content Area:** Holocaust and Genocide Literature

**Unit II Title:** From Persecution to Mass Murder

**Target Course/Grade Level:** Study of Holocaust and Genocide through Literature, Grades 11/12

**Unit Summary:** Students will examine the origins, establishment, conditions, and operations of the ghettos, Nazi concentration camps, and death camps, as well as the stages leading to the “final solution”.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RI.CR.11–12.1** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**RI.MF.11–12.6** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

**RI.CT.11–12.8** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

**RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RL.CI.11–12.2** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**W.NW.11–12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.WR.11–12.5** 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.

**W.SE.11–12.6** 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 (MLA or APA Style Manuals).

**SL.II.11–12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice

**9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations

### **Unit Understandings:**

*Students will understand that...*

- Bystanders and collaborators played a significant role in the creation and perpetuation of the ghetto and camp systems.
- Individual accounts and testimonies of both victims and perpetrators create a unique perspective.
- Diaries, art, poetry, and letters (created by victims) were all created at great risk to the artist and writer; however, they are the primary documents which corroborate the atrocities and conditions of the camps and ghettos.

### **Unit Essential Questions:**

- What happens if one looks through another lens?
- How can language and euphemisms, in particular, be a tool of propaganda and deception?
- Does mass media have the power to shape history, society, and politics.
- Why write?

### **Knowledge and Skills:**

*Students will know...*

- How the Wannsee meeting led to the final solution.
- Six stages to the “final solution”: Definition, expropriation, concentration, deportation, mobile killing squads and death camps.
- Role of the perpetrators and bystanders.
- Life in the camps through the diaries, memoirs, stories, poems and art, primary documentation.
- These events did not happen *overnight*.
- The importance of writing oneself into existence

*Students will be able to...*

- Analyze and form conclusions about the stages that led to the ‘final solution.’
- Analyze film through the lens of the individual and the photographer
- Read and interpret diaries to develop a sense of life in the ghettos and camps.
- Develop empathy with young diarists
- Examine methods of propaganda and the influence of same
- Discuss relevance or non-relevance of the diaries to their own lives

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Presentation of selected diary entries with a clear understanding of the diarist.
- Written analysis of various forms of propaganda.
- Using resources from the USHMM and *Yad Vashem*, students will research one of the following topics:
  - Children in the camps (or ghettos).
  - Survival in the camps or ghetto
  - Explore the Warsaw or Krakow or Theresienstadt ghetto.
  - Explore one of the camps discussed or another one not formally addressed
  - Research the *Oneg Shabbot*.
- Personal journal reflection entries

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will participate in “silent conversation” analysis activity using poetry.
- Students will utilize web sources to gather information. They will use the resources available in the virtual classroom.
- Students will listen to and view testimonies.
- Students will reflect and write poems, letters, or narratives to one of the diarist, poets, or artist.
- Students will read and discuss selected diary entries.
- Students will continue to journal.
- Tentative trip to USHMM in Washington DC/Visit by Holocaust survivor/ video conference at Auschwitz-Birkenau

## ***RESOURCES***

### **Teacher Resources:**

- New Jersey Department of Education Holocaust curriculum
- *Echoes and Reflections* - multimedia curriculum
- Art work – courtesy Bergen Belsen Museum
- [www.ushmm.org](http://www.ushmm.org)
- [www.YadVashem.org](http://www.YadVashem.org)
- *Voices and Views* - Deborah Dwork
- *Salvaged Pages - Young diaries* - Alexandra Zapruder
- *Who will Write our History* - Samuel Kassow
- *Survival in Auschwitz* - Primo Levi
- *Ordinary Men* - Christopher Browning
- *Cup of Tears* - Abraham Lewin
- Various diaries
- *Facing History and Ourselves* - Human Behavior
- Anthology of Holocaust poetry
- *Getto/ A Film Unfinished*
- “I am Still Standing”

### **Equipment Needed:**

- Chromebooks, Newline Board

## *UNIT OVERVIEW*

**Content Area:** Holocaust and Genocide Literature

**Unit III Title:** The Role of Resistance, The Role of United States and other countries

**Target Course/Grade Level:** Study of Holocaust and Genocide through Literature, Grades 11/12

**Unit Summary:** This unit will provide students with an overview of what constitutes resistance, intervention, and rescue. Students will explore the various forms of resistance through diaries, memoirs, photos, art, and film. Focus will be on student-driven definition of resistance through their analysis and study of primary documentation and testimonies. Students will have a deeper knowledge and understanding of various forms of resistance: spiritual, emotional, armed, and cultural. The role of the US will be examined with regard to isolationist policies.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RL.CI.11–12.2** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RL.CT.11–12.8** Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

**W.AW.11–12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 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.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CL.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice

**9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations

**Unit Understandings:**

*Students will understand that...*

- Resistance is recognized in many forms other than armed resistance: spiritual, cultural, educational
- Victims had “choice less choices.”
- Resistance included non-Jews.
- Testimonies, memoirs, diaries are primary documentation.
- World politics added to the climate of non involvement

**Unit Essential Questions:**

- Do people make history or does history make people?
- What is ‘resistance?’
- How do victims reclaim their humanity?
- From where do survivors draw their strength? Their resilience?
- What traits and/or circumstances do different rescuers share?
- Can we expect ordinary people to go beyond a bystander role?
- What obstacles keep individuals from getting involved in their communities and larger world?

**Knowledge and Skills:**

*Students will know...*

- Understand the historical background of the Holocaust, including the rise of Nazi ideology, the persecution of Jews and other minority groups, and the events leading up to and during World War II.
- Reflect on the lasting impact of the Holocaust on individuals, families, communities, and global history.
- Consider how literature and art serve as forms of remembrance, education, and advocacy against genocide and intolerance.
- Investigate and discuss resistance movements during the Holocaust, focusing on examples like "In Darkness" and "White Rose," which depict different forms of resistance and resilience among individuals and groups.

*Students will be able to...*

- Critically analyze primary and secondary sources related to the Holocaust, evaluating their reliability, perspective, and significance.
- Compare and contrast different literary works and artistic representations to identify common themes, motifs, and stylistic elements.
- Make connections between literature, art, history, and ethics to deepen their understanding of the Holocaust.
- Explore how different forms of expression (literature, art, film, etc.) contribute to a comprehensive understanding of historical events and human experiences.
- Develop empathy for individuals affected by the Holocaust by engaging with personal narratives, survivor testimonies, and artistic expressions.
- Reflect on ethical questions related to moral responsibility, justice, and human rights in the context of genocide and historical trauma.

## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

### Performance Task

Reflection essay on the definition of resistance, comparing one’s initial definition to the one he or she has after having studied and read how resistance is identified in its various forms. Using textual reference, students will support their definitions with the evidence studied in this unit.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Create an initial definition of *resistance* to be revisited at the conclusion of the unit.
- Small groups will be given present day scenarios in which an individual or group may decide that resistance is necessary and asked to discuss and present to the class.
- View testimonies of survivors who illustrate various forms of resistance.
- Students will create a timeline by researching Holocaust related incidents in specific years assigned to each student. A completed timeline will be given out as reference throughout the course.
- Research assignment options.
- “*In Darkness*” about Polish rescuer and or “*Defiance*”
- Read “Little Smuggler”, “Chorus of the Orphans”, “Written in Pencil in a Sealed Railway Car.” Write a letter to one of the poets.
- Examine art work produced in secrecy. Write a poem, letter, essay, or story that relates to the art.
- View “White Rose”- Open ended questions about non-Jewish resistance amongst young people

## RESOURCES

### Teacher Resources:

- *Salvaged Pages* - Alexandra Zapruder
- *A Cup of Tears* - Abraham Lewin
- *Images from the Holocaust A Literary Anthology* - J.Brown, e. Stephens J. Rubin
- Art work reproductions - courtesy of C. Wolpers, Bergen Belsen Museum
- “*In Darkness*”
- “*White Rose*”
- *Echoes and Reflections* - multimedia curriculum on the Holocaust
- [www.ushmm.org](http://www.ushmm.org) - United States Holocaust Memorial Museum website
- [www.jewishpartisans.org](http://www.jewishpartisans.org) - Jewish Partisan Educational Foundation website
- *Schindler's List*
- “*Defiance*”

### Equipment Needed:

- Chromebooks
- Newline Board

## *UNIT OVERVIEW*

**Content Area:** Holocaust and Genocide Literature

**Unit IV Title:** Other Genocides in the 19th -20th Centuries/ Human Rights

**Target Course/Grade Level:** Study of Holocaust and Genocide through Literature, Grades 11/12

**Unit Summary:** Students will delve into historical and contemporary genocides, including those against Native Americans, Rwandans, Armenians, Bosnians, and the Darfur region. They will also examine the Nanjing Massacre. Through these case studies, students will gain a deeper understanding of genocide and its devastating impact. Additionally, they will critically analyze ongoing human rights violations around the world.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RI.TS.11–12.4.** Evaluate the author’s choices concerning structure and 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.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

**RI.PP.11–12.5.** Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

**W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.NW.11–12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** 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.

**W.SE.11–12.6.** 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 (MLA or APA Style Manuals).

**SL.PE.11–12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.II.11–12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.PI.11–12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.UM.11–12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice

**9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations



## Unit Understandings:

*Students will understand that...*

- Genocide is acts committed with the intent to destroy, in whole or in part a national, ethnical, racial, or religious group.
- Although the events of the Holocaust remain unprecedented, acts of genocide still exists.
- Moral and ethical dilemmas in modern society exist.
- Genocide is preventable.
- “Watch dog” organizations work to end human rights violations.

## Unit Essential Questions:

- How can one make choices in the face of injustice?
- What makes it possible for neighbor to turn against neighbor?
- How is genocide and other acts of mass violence humanly possible?
- What choices do people make that allow collective violence to happen?
- Who decides how laws or rules are applied? How can we ensure that laws and rules are applied to everyone in the same way?
- How have ideas about race been used to decide who is included and who is excluded?

## Knowledge and Skills:

*Students will know...*

- how to define ethnic cleansing and understand how it has been used as a tactic in genocides.
- about the systematic sexual slavery of women by the Japanese military during World War II.
- the horrific wartime atrocity committed by Japanese forces in Nanjing, China.
- how to identify and analyze genocides that have occurred throughout history and across the globe.
- the framework of the eight stages of genocide, developed by Gregory Stanton, to identify potential and ongoing genocides.

*Students will be able to...*

- Analyze the systematic killing and deportation of Armenians by the Ottoman Empire during World War I.
- Examine the mass killings and atrocities committed by the Khmer Rouge regime in Cambodia.
- Summarize the genocides that occurred in Rwanda and Darfur, analyzing their causes and consequences.
- Explain the conflict in the former Yugoslavia, including the ethnic cleansing that took place in Bosnia.
- Analyze the forced removal of Native American tribes from their ancestral lands in the 19th century.
- Classify the internment of Japanese Americans during World War II and the violation of their civil liberties.

## ***EVIDENCE OF LEARNING***

### Assessment:

Students will research and write a research paper/ project ( to be presented to class) on an aspect of genocide, or crimes against humanity perpetrated during the 19th - 20<sup>th</sup> century - post World War II.

- A short, but concise written segment on a particular topic.
- A clear definition of *genocide*.
- Literary selection, including at least 2 of the following: poetry, art work, diary entry.
- A statement or conclusion as to whether or not the events were indeed genocide.
- comment on the uniqueness of this particular event, as well how it fits, or does not fit, into a common theme along

with the Holocaust

- Reflect on poetry and stories written by victims and survivors

### **Learning Activities**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will create definitions of *genocide*.
- Students will work in small groups to identify the similarities and differences of these definitions.
- Develop an agreed upon definition that the group will use in their research paper.
- Students will read excerpts from memoirs and diaries of victims in Rwanda and Darfur.
- Students will be encouraged to read diaries, poems, view testimonies and artwork created by adults and children.
- Students will have an opportunity to explore web sites to examine some of the following suggested historical events:
  - Armenian genocide.
  - Cambodian massacres.
  - Rwandan and Darfur genocide.
  - Bosnia./Serbia
  - treatment of Native Americans.
  - Internment camps of WWII (in America)
- Guest speaker from ALPHA ( reference to “Comfort Women” and Nanking)
- View personal photos of China

## ***RESOURCES***

### **Teacher Resources:**

- New Jersey Holocaust *Curriculum - reading selections.*
- *Darfur Diaries - Jen Marlow*
- *Led by Faith - Immaculee Ilibagiza*
- [www.ushmm.org](http://www.ushmm.org) - *United States Holocaust Memorial Museum website*
- [www.unitedhumanrights.org](http://www.unitedhumanrights.org) - *United Human Rights Council website*
- *The Rape of Nanking- Iris Chang*
- “*Trail of Tears*”
- *The Devil came on horseback*”

### **Equipment Needed:**

- Chromebook
- Newline Board

## *UNIT OVERVIEW*

**Content Area:** Holocaust and Genocide Literature

**Unit V Title:** Searching For Answers: Reaction, Judgment, Memory and Legacy

**Target Course/Grade Level:** Study of Holocaust and Genocide through Literature, Grades 11/12

**Unit Summary:** After studying and confronting human atrocities of the Holocaust and other historical case studies of mass violence and genocide, the students will explore the meaning of concepts such as guilt, responsibility, and judgment, and what those concepts mean in our world today. Students will also discover that one way of taking responsibility for the past is to preserve its memory. They will explore the importance of monuments and memorials as well as communal gestures of remembering, acknowledging injustice, and honoring individuals and groups that have suffered

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

**RL.CI.11–12.2** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

**L.VI.11–12.4** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

**W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.NW.11–12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**SL.PI.11–12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice

**9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations

## **Unit Understandings:**

*Students will understand that...*

- The study of history is a moral enterprise.
- Genocides and other acts of collective violence are a result of a multitude of choices by individuals.
- The preservation of memories and artifacts are essential for learning about the past.
- Societies and countries memorialize various historical and tragic events differently.
- Confrontation with past national traumas is important to the moral conscience of a society.
- The bystanders were individuals, institutions, and nations that chose to ignore out of fear and ignorance.
- Genocide, the Holocaust, and other acts of mass violence occur because of silence, apathy, and indifference.
- There were major obstacles to defying and resisting Nazi authority.
- In order to prevent genocide and another Holocaust, organizations and laws have been established.
- To prevent another Holocaust requires the citizens of the world to be aware of current events (globally).
- Memorials are a necessary tool in the process of healing.
- Human rights are violated everyday in every country.

## **Unit Essential Questions:**

- What is justice? How can it be achieved?
- How can individuals and societies remember and commemorate difficult histories?
- How do you evaluate the legacy of historical events?
- How can individuals and societies remember and commemorate difficult histories?
- What is the purpose of remembering?
- What are the consequences for forgetting?
- How do you evaluate the legacy of historical events?

## **Knowledge and Skills:**

*Students will know...*

- ethnic cleansing and understand how it differs from genocide.
- the role of bystanders in genocides and other atrocities, and the concept of bystander intervention.
- identify the motivations and actions of those who carry out genocides and other mass atrocities.
- the significance of the Nuremberg trials in establishing the concept of international criminal law and holding perpetrators of genocide accountable.
- the concept of liberation in the context of genocide and other atrocities.
- explain the purpose and importance of memorials in honoring victims and remembering genocides.
- the role of the United Nations in preventing and responding to genocide and other human rights abuses.
- to define human rights and understand how genocide violates fundamental human rights.
- the role of the International Criminal Court (ICC) in prosecuting individuals for crimes against humanity, genocide, and war crimes.
- identify and refute the false claims of Holocaust denial.

*Students will be able to...*

- Define and explain vocabulary related to Judgment, Memory, and Legacy.
- Identify and assess government responses to incidents of ethnic cleansing and genocide.
- Explain and contextualize what resistance means during a Genocidal situation.
- Determine the possibilities and limitations for ordinary people to help Jews and other targeted groups during the Holocaust.
- Evaluate and summarize the legal and ethical issues raised at the Nuremberg Trials.
- Compare and contrast the varied legal and cultural responses to collective violence and genocide in the world today.
- Express their thoughts and feelings about confronting the Holocaust and other examples of atrocity in the world both orally and in written form.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

#### **Reflective paper on the memoir *Sunflower* and choice of one project Paper**

- The students will have a choice to write a compare and contrast essay about rescuers or bystanders from different events (i.e. the Holocaust, Armenian genocide, Rwandan genocide, Bosnia, Iraq, etc). This could be based on the student’s journal responses.
- The students could write an essay based on one of the essential questions (i.e. What meaning does Nuremberg have for our world today?)

#### **Living Newspapers:**

- Students will create living newspapers based on issues and events of the particular area of study. Students are not acting. Rather, they are dramatically representing these historical events or issues-- each based on primary documents. Students should stay true to the text--The goal is for students to communicate that the event or issue clearly and to draw attention to it. Strategies for doing this include repetition of words and/or phrases, breaking the text into a dialogue so different parts can be emphasized or de-emphasized with different voices, etc.

#### **Building Monuments and Memorials:**

- The students will create a memorial or monument based on the Holocaust, genocide, or human rights. Since a major aspect of these activities draw upon students personal and artistic reflections on the Holocaust, assessment strategies should be designed to emphasize the process of student work, rather than their specific products. Students will reflect on the meaning of their monuments, their ability to convey these ideas orally, and the reasoning they’ve used to develop their designs. Their historical understanding should also be evaluated throughout.

#### **Poem: all students**

- As part of a “gift” for each Survivor the students can, in teams, develop a poem as a sign of appreciation for each survivor.

### **Learning Activities**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- View/Interpretation of video and films
- In-class readings & jigsaws
- Small group large group discussions
- Big Poster paper activities
- Student survey
- Virtual visits to memorials

## *RESOURCES*

### **Teacher Resources:**

- Virtual visits to various Holocaust memorials, as well as other memorialized events
- *The Sunflower* - Simon Wiesenthal
- *How was it humanly Possible?* - an anthology of perpetrators and bystanders
- [www.ushmm.org](http://www.ushmm.org) - The United States Holocaust Memorial Museum
- [www.tolerance.org](http://www.tolerance.org) – Teaching Tolerance website.
- New Jersey Curriculum for Holocaust Education – reading excerpts

### **Equipment Needed:**

- LCD projector/Newline Board
- Chromebooks