

Holocaust & Genocide

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **20 Weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester
Definition of Genocide	1/3
Armenian Genocide	1/3
Jewish Identity & Anti-Semitism	1/3
Rise of Nazi Germany	1/3
Perpetration of Crimes Against Humanity	2/4
Justice & Denial	2/4
Reflections on Forgiveness	2/4
Late 20th & 21st Century Genocides	2/4

Unit Overview

Students will learn about the origins of the term genocide to describe a modern and systematic process. Students will learn about the causes and scope of the first recognized genocide of the 20th century. Students will learn about the long and short term consequences of the Armenian Genocide as a model for the Holocaust, a measuring stick for international relief, and a precedent for modern denial movements. Students will learn about what comprises Jewish identity and how it has been influenced by internal and external forces over time. Students will learn about the history of systemic and cultural anti-Semitism in Europe. Students will learn about the consequences of World War I, the fall of the Weimar Republic, and the rise of Nazism both economically and socially for Germany. Students will learn about the attempts of the international community to prosecute justice in the 20th century. They will learn about other modern genocides in Asia, Africa, Europe, and the Americas.

Enduring Understandings

1. Students will understand that genocide is a systematic process with many stages.
2. Students will understand that the Armenian genocide is the first modern genocide.
3. Students will understand how antisemitism has manifested in laws and cultural ideas throughout history.
4. Students will understand the conditions present in Germany that facilitated the rise of fascism.
5. Students will understand the role that denial plays as the final stage of all genocides.

Essential Questions

1. What is the definition of genocide? What are the core components of a genocide?
2. What does it mean to be Jewish?
3. How did Anti-Judaism evolve into Anti-semitism?
4. What role did WWI play in German history?
5. What were the effects of WWI on Europe?
6. How did Jewish life in Germany change after the war?
7. How did the Treaty of Versailles fuel Hitler's rise to power and hasten the coming of WWII?
8. What was the social, political, and economic climate of Weimar Germany and why was it vulnerable to National Socialism?
9. What were the origins and core tenets of the Nazi movement?
10. What tactics did the Nazis use to achieve power?
11. How did Hitler establish totalitarianism in Germany?
12. What is the legacy of the Holocaust?
13. What other genocides took place in the 20th century and are taking place today?
14. How had the international community and the United States responded to other incidents of genocide?

Have we lived up to promise of "Never Again"?

15. What measures can be taken to prevent a genocide?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.

Amistad Integration

We will implement the following materials and texts to integrate the history and contributions of African-Americans:

1. Nazi ideology on race and the experience of otherness in Germany
2. Hitler and the creation of the modern Olympic games in 1936, the impact of Jesse Owens

Holocaust/Genocide Education

This entire course is devoted to the study of the Holocaust and other genocides.

Interdisciplinary Connections

Students will practice and be assessed on writing that recognizes various perspectives, as well as conveying information to a reader with clarity

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Themes/Careers

Themes: Students will understand how people have historically voiced their opinions of dissent and lobbied their governments for change.

Skills: Responsible citizenship, clear and effective communication, and critical thinking

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Financial Literacy Integration

Students will learn about how economic insecurity has historically gone hand in hand with the scapegoating of others. We will examine the financial impacts of the First World War through the Weimer Republic in relation to the rise of National Socialism.

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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Instructional Strategies & Learning Activities

- international intervention barometer
- Cabaret film analysis
- 1932 Reichstag elections
- The Hangman poem checklist
- Concentration camp group research project
- Diary of Dawid Sierakowiak activity
- Film analysis options - Conspiracy, Denial, Defiance, The Pianist

- Armenian genocide primary source analysis
- Guest speakers brought in through the Ester Raab center

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Debate
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Student Interest & Inventory Data

Formative Assessments

- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing and research assignments (charts, maps, and presentations) will be based on the appropriate region and time period associated with various genocides.
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

Summative Assessment

Students will produce a written reflection at the end of each unit that asks them to engage with the historical material to defend their opinion. Units may also include research projects and presentations.

Benchmark Assessments

Alternate Assessments

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (models, posters, panoramas, collections, etc.)
- Keep workspaces clear of unrelated materials.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Resources & Technology

- Promethean Board
- Smart Phones
- iPads
- Chromebooks (1:1)
- ELMO
- Canvas
- Genesis

BOE Approved Texts

Closure

- Parent Hotline - Give students an interesting question about the lesson without further discussion.

Email their guardians the answer so that the topic can be discussed over dinner.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking