

Unit #1: Human Behavior

Content Area: **Social Studies**
Course(s): **Holocaust Studies**
Time Period: **First Marking Period**
Length: **7 days**
Status: **Published**

Unit Overview

This study begins by focusing the student's attention, not on the definition of the Holocaust, and on a more generic analysis of human behavior. In Unit 1, students will be asked to examine various definitions of the Holocaust and theories about human nature and behavior, and to grapple with issues concerning the human potential for good and evil. They will examine the degree to which people are independent beings acting primarily on their intentions, or, at the other end of the spectrum, mere reflections of their environments.

Students will examine aggression and cruelty, the positive and negative behaviors associated with obedience, conformity and silence; the positive behavior associated with acts of courage, integrity and empathy, and the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer in various circumstances, both historic and contemporary. They will be encouraged to relate these concepts and topics to their existing knowledge and life experiences.

At the conclusion of this unit, each student will write a generalization that reflects his or her view of human nature. This generalization will be revisited at the end of each succeeding unit and, where deemed necessary, revised by the student to reflect possible changes in view as a result of newly acquired knowledge.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

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.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

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.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Essential Questions

- What motivates hate?
- What is the human potential for good and evil?
- To what extent does one's environment impact individual action?

Enduring Understanding

- Humans are complex and are influenced by multiple factors.
- Humans must satisfy basic needs, including safety.
- People respond to and resolve conflicts in a variety of ways.

Students will know...

Key Ideas and Concepts.

- Students will analyze the qualities in humankind that, when combined with situational factors and stimuli, lead to aggressive, violent, and potentially genocidal behaviors.
- Students will examine the positive and negative behaviors associated with obedience, conformity, and silence.
- Students will evaluate the effects of silence, apathy, and indifference.
- Students will demonstrate their understanding of human nature by writing a persuasive essay evaluating both internal and external factors and stimuli using primary and secondary sources.

Possible Misunderstandings

- People are born evil.
- Behavior cannot be modified.
- Genocide cannot be prevented.
- People will always help others in need.

- People will always conform to the norm.

Identify key terms:

apathy, Brownshirts bystander, catastrophe, collaborator, discrimination, European Jewry, genocide, holocaust, Holocaust, Kristallnacht, Nazi, perpetrator, pogrom, propaganda, Shoah, victim, United Nations

Students will be able to...

- differentiate between natural and human catastrophes
- compare and contrast several definitions of the Holocaust
- define genocide
- differentiate between primary and secondary source material and explain how each is important when studying historical events
- summarize the cause and effects of the Kristallnacht Pogrom based on the analysis of primary and secondary source material
- interpret content and messages of visual history testimony
- interpret different theories of human behavior

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals

- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments / Unit Activities

Using the primary and secondary sources presented in unit one, students will write an essay explaining their views on human behavior.

Defining the Holocaust

- Define Catastrophe (ER)
- Compare and Contrast the definitions of Holocaust. (ER)
- Differentiate primary and secondary source activity about Kristallnacht. (ER)

Human Behavior

- Human Nature Opinion Survey
- Readings; "Sources of Aggression" - Watson, David, Gail Tregerthan and Joyce Frank "The Prince"- Machiavelli, "Man is Evil and Warlike"-Thomas Hobbes "Man is Rational"- John Locke, "Man is the Product of his Environment"-B.F. Skinner, "Man is Innately Aggressive"- Robert Ardey, "Death in the Prairie"-Betty Seisand (NJHC)
- The Milgrim "Shock" Experiment-Stanley Milgrim (NJHC)

Human Behavior –Effects of Silence, Apathy, and Indifference

- Reading; “The Dying Girl That No One Helped” Loudon Wainwright (NJHC)
- “The Wave” Play & Role Play with accompanying video (NJHC)
- The Song “The Sound of Silence”-Paul Simon (NJHC)
- “The Hangman” Poem and Video (NJHC)
- The Song “Imagine”- John Lennon with critical thinking questions (NJHC)

STAGE 3- LEARNING PLAN

Instructional Map

- Introduction to Holocaust and Genocide.
- Introduction to basic human behavior theories.
- Effects of Silence and Apathy on human behavior.
- Human Behavior Essay.

Modifications/Differentiation of Instruction

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct

- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student

- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Music, Plays, Movies from the time period, mu

Science & Psychology: Theories of Human Behavior

Vertical Integration- Discipline Mapping

The Holocaust and Genocide course is typically offered during the Junior and senior year of High School as an elective. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 11th and 12th grades can successful address the demands required of them.

Additional Materials

[Holocaust and Genocide: The Betrayal of Humanity Part 1](#)

[Holocaust and Genocide: The Betrayal of Humanity Part 2](#)

[Echoes and Reflections](#)

