

Unit #2: Prejudice and Genocide

Content Area: **Social Studies**
Course(s): **Holocaust Studies**
Time Period: **First Marking Period**
Length: **9 days**
Status: **Published**

Unit Overview

In preparation for their formal study of the Holocaust, it is important for students to explore the phenomenon of prejudice and its potential for venomous and ultimately lethal expression. Essential questions must be raised regarding how and why fear can lead to abusive violent behaviors. In order to make the issues more relevant to the lives of students, they will be asked to explore the recurrence of vicious behavior in our own time. Examples include the advent of extremist groups such as white supremacists and terrorists seeking “ethnic cleansing.” In an effort to personalize the content of this unit, students will be asked to engage in activities that are designed to help them become more acutely aware of their own attitudes toward various groups in our society. Students should be encouraged to reflect upon these attitudes throughout their study of this curriculum.

Unit 2 is designed to help students understand that genocide is a possible consequence of prejudice and discrimination that are left unchecked. Students will be asked to define and explain the nature of prejudice as a universal human phenomenon; examine the contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide; define and examine the history of anti-Semitism from ancient times to 1933; investigate current extremist groups and examine whether advanced education and culture reduce the potential for genocide; and reassess their previous generalizations about human nature in light of their study of prejudice and genocide.

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

- Why are there different definitions of genocide?
- What motivates hate?
- What is race? How can ideas about race be used and abused? What can be done to counter harmful myths about race?
- How have ideas about race been used to decide who is included and who is excluded?
- What role does propaganda play in our everyday lives?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Enduring Understanding

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.

Students will know...

Key Ideas and Concepts

- Students will analyze and formulate policy statements demonstrating and understanding of concerns, standards, issues, and conflicts related to universal human rights.
- Students will define and determine causes for prejudice, scapegoating, bigotry, discrimination, and genocide.
- Students will define and examine the history of Anti-Semitism from ancient times to 1933.
- Students will identify different forms of propaganda and how they are used to influence opinion.

Possible Misunderstandings

- Anti-Semitism began with the Nazis.
- Science has always been used for good intentions.
- Prejudice is something that individuals are born with.

Identify key terms:

anti-Semitism, Aryan, boycott, discrimination, Der Sturmer, discrimination, genocide, hate group, prejudice, propaganda, racism, scapegoat, stereotype, Zionism.

Students will be able to...

- define anti-Semitism and trace its origins
- compare and contrast how pre-Nazi anti-Semitism and Nazi Racial ideology
- identify different types of propaganda
- define and determine causes for prejudice, scapegoating, bigotry, discrimination, and genocide
- explain the impact of science, history and society on race and racism
- analyze and formulate policy statements demonstrating and understanding of concerns, standards, issues, and conflicts related to universal human rights

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

Students will collaboratively research and create a presentation on a modern day hate group, to be presented to the class.

Human Rights

Poem “Our Human Rights” –M.Cummings w/discussion questions. (NJHC)

Anti-Semitism

Jewish Communities in Europe before the Nazis Rise to Power-Short Film with discussion questions. (ER)

Survivor Testimonies, prior to and during Nazi regime/ w discussion questions (ER)

Short Film, *History of Anti-Semitism* w/ summary of Anti-Semitism and discussion questions.(USHMM & ER)

“Things They say Behind Your Back”-William Helmreich w/discussion questions (NJHC)

“Religious and Racial Anti-Semitism”-Milton Meltzer w/discussion questions (NJHC)

Stereotyping

“Little Boxes” Margaret Strong

Race and Science

“Ten Things Everyone Should Know About Race” –PBS

Race, the Power of Illusion – Online Interactive Activity (PBS)

“Human Diversity-Go Deeper” (PBS)

“The Race Pit”-Alan Goodman (PBS)

“Interview with Stephan Jay Gould” (PBS)

Propaganda

“Mein Kampf”-Adolf Hitler; selected excerpts (ER)

Primary source German Anti-Semitism Picture/Posters (ER)

STAGE 3- LEARNING PLAN

Instructional Map

- Introduction to human rights.
- Introduction to anti-Semitism and its historical origins.
- Introduction to Science and race and how the Nazis used it.
- Propaganda used by the Nazis.
- Hate Groups Research Project.

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: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological beliefs made during the time period

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 successfully 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](#)

[US Holocaust Memorial Museum](#)

[Race: The Power of Illusion](#)