



Wall Township School District



A K-12 EVOLUTION OF UNDERSTANDING

Holocaust

Curricular Goal: Promote Holocaust/Genocide education and awareness across the K-12 continuum.

Amistad

Curricular Goal: Ensure that African-American history, contributions and experiences are adequately taught across the K-12 continuum.

K	SS Units: "Myself and Others", "Community", Environment", "Holidays and Cultures"- <i>Focused lessons on acceptance of others, tolerance, kindness, and belonging.</i>	
1	SS Units: "Families are Unique", "Wants Versus Needs", "Geography and People", "Proud to be an American"- <i>Understanding the importance of tolerance, acceptance, and inclusion as it relates to family and cultural differences; Everyone in this country is important to its function.</i>	
2	SS Units: "Citizenship in Communities", "Geography", "Native Americans", "Regions of the United States"- <i>Understanding fairness, equality, and the common good and how they influence new laws; Regional differences impact the culture of that particular region.</i>	
3	SS Units: "Democracy and Citizenship", "My Community: Wall Township", "Communities Change", "Communities and Their Culture"- <i>Basic democratic ideas such as: liberty, justice, equality, rights, responsibility are equally important today; Fairness, equality, and the common good and how they influence new laws; The importance of diverse cultures coming together to solve problems, Why it is important to understand the perspectives of other cultures.</i>	SS Units: "Democracy and Citizenship", "My Community: Wall Township", "Communities Change", "Communities and Their Culture"- <i>Basic democratic ideas such as: liberty, justice, equality, rights, responsibility are equally important today; Fairness, equality, and the common good and how they influence new laws; The importance of diverse cultures coming together to solve problems, Why it is important to understand the perspectives of other cultures; The contributions of African Americans in building our country; Civil rights leaders and how they influenced change, not only during their lifetimes but also with future generations</i>
4	SS Units: "NJ Today: Geography, People, Economics", "NJ: Early People, Exploration, Colonization", "American Revolution", "American Government"- <i>Why it is important to understand the perspectives of other cultures in an interconnected world; How laws, created at different levels, protect the rights of people and promote the common good; How are New Jerseyans rights and responsibilities ensured and protected by the New Jersey Constitution? How culture is expressed through and influenced by the behavior of people; Experiences and events may be interpreted differently by people with different cultural or individual perspectives</i>	SS Units: "NJ Today: Geography, People, Economics", "NJ: Early People, Exploration, Colonization", "American Revolution", "American Government"- <i>Different cultures in major cities in NJ, the US, and the world and how geographic tools can help deepen knowledge about those cultures; Why it is important to understand the perspectives of other cultures in an interconnected world; How laws, created at different levels, protect the rights of people and promote the common good; How are New Jerseyans rights and responsibilities ensured and protected by the New Jersey Constitution?</i>

5	<p>“Creation of the United States”, “The Young Republic”, “Slavery and Sectionalism”, “Civil War and Reconstruction”- <i>The pursuit of the “American Dream” can have varying outcomes; The struggle for equal rights is an important part of American history; People with different viewpoints may need to compromise to reach a common goal; People agree to follow written rules because this helps them to live and work together; How the rights of equality are guaranteed under the laws of The United States; Number the Stars by Lois Lowry / Jacob’s Rescue: A Holocaust Story by M. Drucker and M. Halprin / Terrible Things by Eve Bunting</i></p>	<p>“Creation of the United States”, “The Young Republic”, “Slavery and Sectionalism”, “Civil War and Reconstruction”- <i>The pursuit of the “American Dream” can have varying outcomes; Impact of the western expansion of African American political freedoms before the Civil War; Rights and lives of free African Americans before the Civil War in the South and the West; Experience of other minorities and their westward expansion as compared to African Americans and their experiences; The struggle for equal rights is an important part of American history; Slavery had a strong effect on various groups of people; Historical figures played an important role in the growth and end of slavery; The Underground Railroad and its proponents are an important part of our country’s story; The struggle for equal rights is an important part of American history. Retracing Slavery’s Trail of Tears - Smithsonian Magazine article / The Homestead Act (text) from blackpast.org / African Americans and the Gold Rush - Virtual Museum of the City of San Francisco article</i></p>
6	<p>“Beginnings of Human Society”, “Early Civilizations”, “Classical Civilizations of the Mediterranean”, “Expanding Exchanges and Encounters”- <i>Analyze how religion both unified and divided people; Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people; Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders; Understand the evolution of societies enable students to make informed decisions as 21st century learners; Literature: Number the Stars, The Boy in the Striped Pajamas, Milkweed, Number the Stars, I Never Saw Another Butterfly, The Devil’s Arithmetic, A Boy at War, A Boy No More, The War that Saved My Life, Refugee, I Survived The Nazi Invasion 1944, I Survived the Bombing of Pearl Harbor 1941, The Bracelet</i></p>	<p>“Beginnings of Human Society”, “Early Civilizations”, “Classical Civilizations of the Mediterranean”, “Expanding Exchanges and Encounters”- <i>Understanding the evolution of societies enable students to make informed decisions as 21st century learners; Development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures; Development of religion and traditions/customs; Role of slavery in the economic and social structures of ancient river valley civilizations; Rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations; Literature: Chains, One Crazy Summer, Freedom Walker, Martin Luther King Jr.: “I have a Dream Speech”, The Black Cadillac, Roll of Thunder Hear Me Cry, The Watsons Go to Birmingham, Iggie’s House, I Survived The Battle of Gettysburg, 1863, Brown Girl Dreaming</i></p>
7	<p>“Exploration and Colonization, “English Colonies”, “American Revolution”, “The Constitution”, “Early National Period”, “Civil War and Reconstruction”- <i>Natural rights are essential to humanity; American liberties are protected by the U.S. Constitution and a Bill of Rights, Explore topics including the Holocaust and WWII, life in Nazi Germany, empathy, the strengths and weaknesses of humanity and the varied power of words through discussion, journaling/bloggging, comprehension and open-ended questions; Throughout history, minorities have not always been treated equally or had the same rights and opportunities as others; Courage often results from having witnessed extreme prejudice; Prejudice is a reflection of time</i></p>	<p>“Exploration and Colonization, “English Colonies”, “American Revolution”, “The Constitution”, “Early National Period”, “Civil War and Reconstruction”- <i>Slavery and how it developed in the Americas; Colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans; Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom; Cultural, economic, and political issues divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union; Although slavery ended, African-Americans did not achieve full equality during the next 100 years;</i></p>

	<p><i>and place and is not only about color or class; History will repeat itself if we don't learn from our mistakes; Literature: <u>Number the Stars</u>, <u>The Boy in the Striped Pajamas</u>, <u>Milkweed</u>, <u>Number the Stars</u>, <u>I Never Saw Another Butterfly</u>, <u>The Devil's Arithmetic</u>, <u>A Boy at War</u>, <u>A Boy No More</u>, <u>The War that Saved My Life</u>, <u>Refugee</u>, <u>I Survived The Nazi Invasion 1944</u>, <u>I Survived the Bombing of Pearl Harbor 1941</u>, <u>The Bracelet</u></i></p>	<p><i>Literature: <u>Chains</u>, <u>One Crazy Summer</u>, <u>Freedom Walker</u>, <u>Martin Luther King Jr.: "I have a Dream Speech"</u>, <u>The Black Cadillac</u>, <u>Roll of Thunder Hear Me Cry</u>, <u>The Watsons Go to Birmingham</u>, <u>Iggie's House</u>, <u>I Survived The Battle of Gettysburg, 1863</u>, <u>Brown Girl Dreaming</u></i></p>
<p>8</p>	<p><i>"English Colonize America, "English Settlements Grow and Prosper", "British Policies Impact the Colonies", "The Revolutionary War", "A New Government Emerges", "US Grows as Nation", "Jacksonian Democracy", "Prelude to Civil War", "Civil War", "Reconstruction", "Growing America", "Beginning of Modern America", "Boom Times and Challenges", "Postwar America", "Modern America"- The genocides during the first half of the 20th century force people to address the problem of man's inhumanity to man; The rise of aggressive totalitarian governments led to the start of World War II; Tragedies--especially global one, like genocide--bring out both the best and worst in humanity; Literature: <u>Number the Stars</u>, <u>The Boy in the Striped Pajamas</u>, <u>Milkweed</u>, <u>Number the Stars</u>, <u>I Never Saw Another Butterfly</u>, <u>The Devil's Arithmetic</u>, <u>A Boy at War</u>, <u>A Boy No More</u>, <u>The War that Saved My Life</u>, <u>Refugee</u>, <u>I Survived The Nazi Invasion 1944</u>, <u>I Survived the Bombing of Pearl Harbor 1941</u>, <u>The Bracelet</u></i></p>	<p><i>"English Colonize America, "English Settlements Grow and Prosper", "British Policies Impact the Colonies", "The Revolutionary War", "A New Government Emerges", "US Grows as Nation", "Jacksonian Democracy", "Prelude to Civil War", "Civil War", "Reconstruction", "Growing America", "Beginning of Modern America", "Boom Times and Challenges", "Postwar America", "Modern America"- Growth of slavery affected the economy in the South; Religion had a great influence on the developing identities of the colonies as well as the ever increasing economic dependence on slavery in the South; Reforms of the mid 1800's and their impact on the social issues such as education, slavery, women, minority groups, and immigration; Impact and the views the practice of slavery had on Americans which led to the abolitionist movement or cause? Political issues and conflicts developed in the North and South over slavery; Role of women and African Americans on the war; Emancipation Proclamation; 13th, 14th, 15th Amendments; Civil rights activists used legal challenges and public protests to confront segregation; Efforts of African Americans and others to gain civil right protections in the 1950s, 1960s, and 1970; ; Literature: <u>Chains</u>, <u>One Crazy Summer</u>, <u>Freedom Walker</u>, <u>Martin Luther King Jr.: "I have a Dream Speech"</u>, <u>The Black Cadillac</u>, <u>Roll of Thunder Hear Me Cry</u>, <u>The Watsons Go to Birmingham</u>, <u>Iggie's House</u>, <u>I Survived The Battle of Gettysburg, 1863</u>, <u>Brown Girl Dreaming</u></i></p>
<p>9-12</p>	<p><i>"Triumph & Tragedy" "World War II and the Aftermath," "World War II: The Crisis Deepens," "World War II: Neutrality to the World's Stage" Citizens can improve their communities and country if they participate in government and exercise their rights and responsibilities; Identities such as ethnicity, race and class have defined the individual in relationship to society; Territorial conflicts arise for both religious and ethnic reasons; Migration can be international (voluntary or forced) or internal (interregional or intraregional); Stereotypes are generalized beliefs about a group of people; Prejudice is an unjustifiable attitude toward a group and its members; Global societies are diverse, creating varied perspectives, contributions, and challenges; Culture is both a unifying and divisive force in human relations; Socialist, communist and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis; Changing relationship</i></p>	<p><i>"Triumph & Tragedy," "Colonial Period" "Causes of the Civil War," "The Struggle to Preserve the Nation" "Civil War & Reconstruction," "The Twenties: A Time of Social Change," "World War II: Neutrality to the World's Stage," "A Nation in Flux" Citizens can improve their communities and country if they participate in government and exercise their rights and responsibilities; Identities such as ethnicity, race and class have defined the individual in relationship to society; Territorial conflicts arise for both religious and ethnic reasons; Migration can be international (voluntary or forced) or internal (interregional or intraregional); Stereotypes are generalized beliefs about a group of people; Social forces surrounded the Civil Rights Movement for African Americans and other minority groups; Prejudice is an unjustifiable attitude toward a group and its members; Sectional and regional differences helped bring the slavery crisis to a boiling point; The Civil Rights movement of the 60s still echoes loudly today; African Americans</i></p>

between states and ecclesiastical authority and the emergence of the principle of religious toleration; Why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries; Identities such as ethnicity, race and class have defined the individual in relationship to society; The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability; Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes; In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization; The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living; Territorial conflicts arise for both religious and ethnic reasons. Stereotypes are generalized beliefs about a group of people; Prejudice is an unjustifiable attitude toward a group and its members. Steps necessary to stop Hitler and the Nazi's prior to 1939; Causes and responses to genocide; There had been a climate of hatred against Jews in Europe and Russia for centuries; Various instances of genocide occurred throughout the twentieth century. Literature: The Girl in the Blue Coat, Night, The Book Thief, The Devil's Arithmetic, All the Light We Cannot See, The Girl with the Red Balloon, The Complete Maus, The Universal Declaration of Human Rights, excerpts from Mein Kampf,(Nuremberg Trials), The Fog Of War: Eleven Lessons From the Life of Robert S. McNamara, Heroes of the Holocaust: True Stories of Rescues by Teens, The Diary of Anne Frank, The Salt to the Sea, Resources from the Jewish Virtual Library and resources from the New Jersey Commission on Holocaust Education.

influence others to push for equality in America; Activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1950s and 1960s; Civil Rights activists broke through racial barriers. Their activism prompted landmark legislation; Legalized segregation deprived African Americans of their rights as citizens; Global societies are diverse, creating varied perspectives, contributions, and challenges; Culture is both a unifying and divisive force in human relations. Literature: A Raisin in the Sun, 12 Years a Slave, Fifty Years in Chains, The Life of an American Slave, Slave Life in Georgia, The Narrative of Sojourner Truth, Narrative of the Life of Frederick Douglass, an American Slave, I know Why the Caged Bird Sings, The Secret Life of Bees, The Other Wes Moore, Dreams From My Father, Martin Luther King Jr.: "I have a Dream Speech"

Additional Resources

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)
[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)
[Teaching Tolerance Book List Grades 5-12](#)
[New Jersey Commission on Holocaust Education](#)

Additional Resources

[The Amistad Commission's Literacy Components for Primary Grades](#)
[New Jersey Amistad Commission](#)
[Teaching Tolerance Book List Grades 5-12](#)