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Curriculum Guide

Holocaust & Genocide Studies Grades 9-12

Unit 3: Genocide and Issues of Conscience and Moral Responsibility

Belleville Board of Education

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Unit Overview

Some believe that genocide has become the ultimate human rights problem of the modern world. The term genocide was first used by Raphael Lemkin in 1944 during World War II, in which more civilians had died than soldiers. Lemkin, a professor of law in Poland who escaped the Nazis, used the term to describe a "…coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups with the aim of annihilating the groups themselves." (Lemkin, 1944, p. 79).

On December 9, 1948, the United Nations adopted the Genocide Convention, which defined genocide as follows: …genocide means any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnical, racial, or religious group as such: (a) killing members of the group; (b) causing serious bodily or mental harm to members of the group; (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) imposing measures intended to prevent births within the group; and (e) forcibly transferring children of the group to another group.

One purpose of this unit is to challenge students to think deeply about the various definitions and interpretations of the term genocide and to either adopt, adapt or create a definition that reflects their own values and worldview. The role of the teacher is to assure that students are provided with a broad array of credible definitions of genocide. Students can then be guided in their applications of whatever thoughtful definition(s) they choose to a range of historic and contemporary events or occurrences that constitute

violations against specific groups of people.

The quest for knowledge and justice offers insights about us and the Nazi past; for the Holocaust has permanently changed the way we live and think. As difficult and solemn as it is, explaining what happened and, above all, why, heightens our awareness of the reality of evil and its consequences. As onerous as their personal memories are, survivors of the Holocaust are teaching the world that the preservation of life is sacred but fragile and, therefore, demands constant attention to the protection of each individual's human rights and the preservation of each individual's human dignity.

In addition, students will reflect upon a series of wider issues of conscience, such as the bystanders, the German industrialists, and medical experiments in an effort to understand individual and collective responsibility. The issues of restitution and reparations to survivors of the Holocaust will be examined as well as survivor feelings of guilt. The relationship between the Holocaust and the establishment of the State of Israel will also be discussed. One of the ongoing debates among Holocaust historians and educators has been on the question of whether the Holocaust should be viewed as a unique period of history, or whether its study should focus on its universal implications. It is the view of the writers of this curriculum guide that the Holocaust must be studied for its uniqueness and its universal applications. Students will grapple with the attempts of some to deny the reality of the Holocaust and consider appropriate responses to such efforts to deny history; examine post-Holocaust persecution of Jews in Eastern Europe; and study the impact of the Holocaust upon the post-Holocaust life of survivors, their children and grandchildren.

Enduring Understanding

The broad goal of this unit is for students to understand the nature of genocide and the causes, manifestations and efforts at its prevention. Students will

(1) develop and articulate a definition of genocide;

(2) explain the political difficulties involved in labeling an occurrence as genocide;

(3) analyze the root causes of events other than the Holocaust that have been identified as genocides;

(4) analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.

(5) revisit the most recent generalization they have written regarding their views of human nature. If their newly acquired knowledge of genocide has caused them to further refine their thinking about human nature, they will have an opportunity to revise their formal, and still tentative, generalizations.

(6) analyze issues related to responsibility, values and morality;

(7) differentiate between a crime and a war crime;

(8) examine the organization and set up of the Nuremberg War Crimes Tribunal, and compare and contrast the sentences given to the 22 original Nazi defendants;

(9) study and analyze the wider issues of conscience beyond the scope of the Nuremberg Trials;

(10) assess the relationship between the Holocaust and the State of Israel;

(11) discuss individual and collective responsibility for the Holocaust;

(12) evaluate the uniqueness and universal implications of the Holocaust;

(13) assess attempts at Holocaust denial and formulate appropriate responses to such attempts within the principles of a democratic society;

(14) examine post-Holocaust persecution of Jews in Eastern Europe;

(15) examine the impact of the Holocaust upon the post-Holocaust lives of survivors, their children and grandchildren;

(16) reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society; and

(17) reevaluate their previous generalizations about human nature.

Essential Questions

Why do some people standby during times of injustices while others try to do something to stop or prevent injustice?

In Nazi Germany, what made it possible for ordinary citizens to murder millions of innocent children, women and men?

What factors influence decision-making in the face of injustice?

What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation?

Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?

How do you evaluate the legacy of historical events?

What is justice? How can it be achieved?

What does justice look like after genocide?

What can cause a community to split apart along racial, ethnic, religious, or cultural lines?

How can a split community be reconciled and unified?

Has the Genocide Convention been effective or ineffective in preventing and punishing genocide?

What can a study of the Rwandan Genocide help us understand about human behavior?

How can individual, groups, and societies apply economic reasoning to make difficult choices about scare resources? What are the possible consequences of these decisions on individuals, groups, and societies? How do you define genocide?

What is the role of government in curtailing genocide denial, constructing commemorations and or allowing individuals to forget difficult histories?

How is genocide 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 ware applied to everyone in the same way?

Exit Skills

Students will develop and articulate a definition of genocide.

Students will explain the political difficulties involved in labeling an occurrence genocide.

Students will analyze the root causes of events other than the Holocaust that have been identified as genocides.

Students will analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.

Students will reassess their generalizations about human nature in light of their study of genocide.

Students will analyze the concepts of responsibility, values and morality

Students will differentiate between a crime and a war crime.

Students will examine the organization and set up of the Nuremberg War Crimes tribunal, and compare and contrast the sentences given to the 22 original Nazi defendants.

Students will study and analyze the wider issues of conscience beyond the scope of the first set of Nuremberg Trials.

Students will assess the relationship between the Holocaust and the establishment of the State of Israel.

Students will discuss individual and collective responsibility for the Holocaust.

Students will evaluate the uniqueness and universality of the Holocaust.

Students will assess the reality of attempts at Holocaust denial and formulate appropriate responses to such attempts within the principles of a democratic society.

Students will examine postHolocaust persecution of Jews in Eastern Europe

Students will examine the impact of the Holocaust upon the post-Holocaust life of survivors, their children and their grandchildren.

Students will reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society

Students will reevaluate their previous generalizations about human nature

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
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.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
SOC.6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
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.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written

	response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Learning Objectives

Examine and discuss whether the term genocide is interpreted to mean the same universally, or does it have different connotations for some nations?

Participate in a panel discussion in response to the following proposition: Scapegoating of a race or ethnic group, if taken to extremes, can result in genocide.

Develop a class list of perceptions of the term genocide, and list any groups that students believe have suffered from genocide based upon their current knowledge of the term

Discuss the difficulty of making distinctions between specific descriptive categories for certain groups. Consult a copy of the UN Genocide Convention to determine how UN representatives encountered the same difficulty in defining groups during the UN genocide convention debates from 1946-1948.

Examine the case study of Rwanda

Examine the case study of Kosovo.

Research other groups of people who, bonded together by a common history or traditions, became violent against others unlike them in the name of nationalism.

Evaluate the intervention of the United States in overseas conflicts such as Kosovo. Compare and contrast this United States involvement with others such as the Vietnam War, the Gulf War, Bosnia, Operation Desert Storm in Iraq.

Examine the case study of Sudan.

Analyze several of the events that have been identified as genocides and summarize the root causes of each event.

Investigate any of the following genocidal acts that have occurred in the 20th century. Analyze each using your definition of genocide and determine whether each meets the criteria in the definition.

Conduct a study of the various organizations that are committed to the elimination or reduction of genocide.

Make a commitment to the preservation of human rights.

Develop and apply your own definitions of responsibility, values and morality.

Examine the relationship between the level of a person's education and moral responsibility.

Define the difference between a crime and war crime

Research the background of the following: 1. War Crime Tribunal 2. Establishment of the Charter of Tribunal 3. How the charges were determined 4. List and describe the four counts of Indictment • Conspiracy • Crimes against Peace • War Crimes • Crimes against Humanity

Examine the backgrounds of each of the principal Nuremberg defendants and the verdicts rendered in each case.

Compare the Nuremberg Trials with the Eichmann Trial: • Legality of apprehension • Jurisdiction for the conduct of the trial • Verdict • Sentence

Investigate recent trials of John Demjanjuk, or Ivan "The Terrible," and Klaus Barbie, the "Butcher of Lyon," and research other trials of Nazi war criminals.

Analyze issues from the Holocaust such as: • Moral issues regarding Germany • Unpunished individuals, institutions: e.g., I.G. Farben, Krupp, IBM • Reparations • Bystanders • Corruption of power • Medical experiments in camps • Moral responsibility

Assess the relationship between the Holocaust and the establishment of the State of Israel

Compare the similarities and differences between the Warsaw Ghetto Uprising and the Israeli War of Independence.

Review the issue of individual moral responsibility vs. obedience to authority using examples of moral dilemmas and discussions.

Define and asses the individual and collective responsibility for the Holocaust.

Review recent responses to the Holocaust from the Catholic Church and discuss their implications for the future of Christian-Jewish relations.

Examine examples of the assumption of responsibility to the survivors of the Holocaust, both voluntary and court-ordered, by the German and other governments, and private businesses.

Reflect upon the history of the Holocaust and the numerous historic genocides

Examine various examples of attempts at Holocaust denial and consider the effectiveness of various responses

to such attempts.

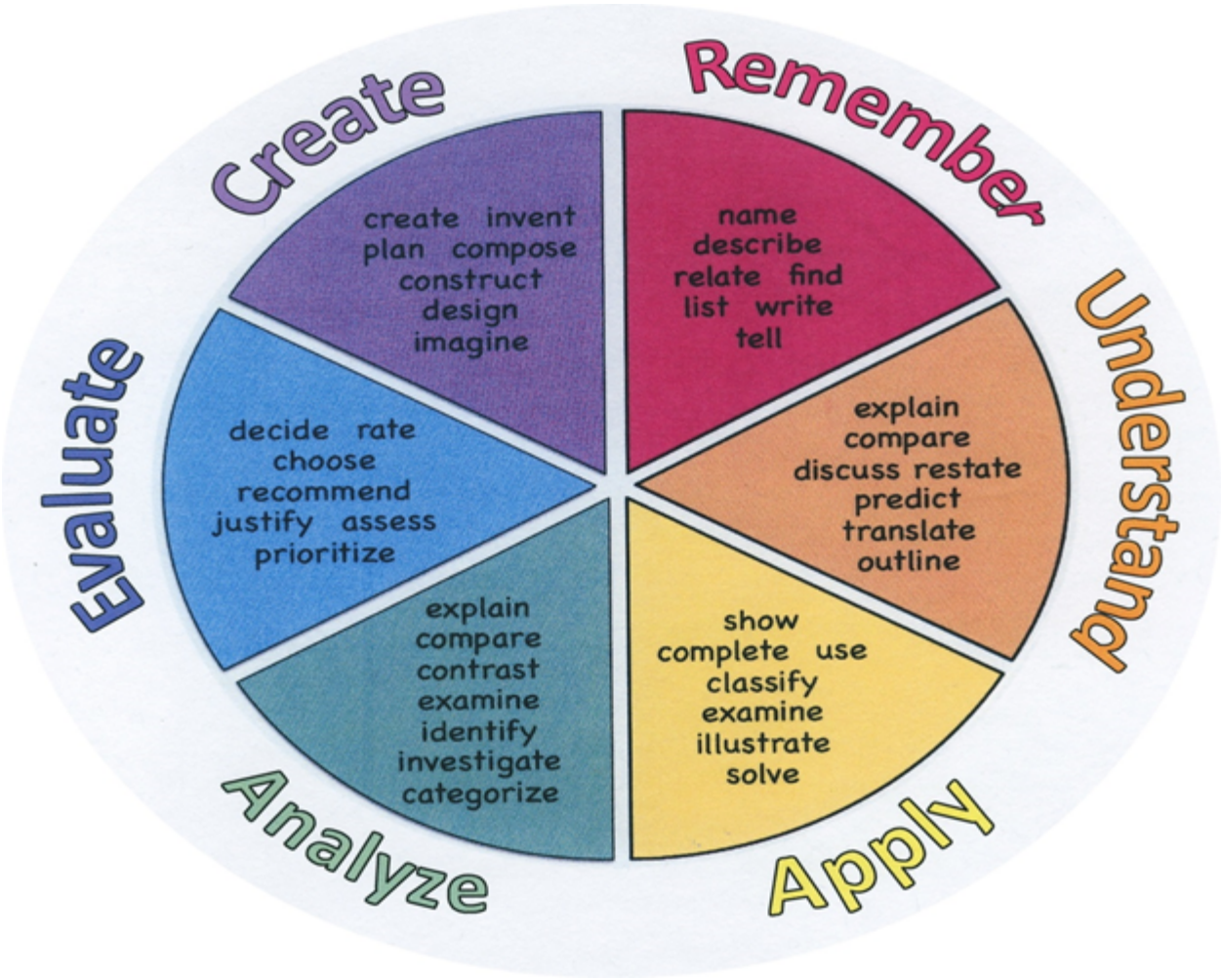
Investigate and brainstorm ways to confront deniers of the Holocaust

Examine readings and psychological studies of the experiences of survivors and their families.

Reevaluate and, if warranted, revise your previous generalization about human behavior

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Make a list of the various definitions of genocide that you discover. • Identify the similarities and differences in these definitions. • Discuss why there are differing definitions of genocide. • Develop an agreed-upon definition that your group will use in its study of genocide in this unit. • Discuss the limitations that your agreed-upon definition may have on your study of genocide.

Examine and discuss whether the term genocide is interpreted to mean the same universally, or does it have different connotations for some nations? Examine the following: • Accomplice to genocide • Genocide as a result of ecological destruction and abuse • Political interest in the definition of genocide • Towards a generic definition of genocide • Genocide in the course of colonization and consolidation of power • Genocide in the course of aggressive (“unjust”) war • War crimes against humanity • Cultural genocide

After reviewing several of the recommended sources, participate in a panel discussion in response to the following proposition: Scapegoating of a race or ethnic group, if taken to extremes, can result in genocide.

In a class discussion, develop a class list of perceptions of the term genocide, and list any groups that students

believe have suffered from genocide based upon their current knowledge of the term. • Without collaboration with peers, students should categorize the groups based upon common characteristics that they believe exist among the listed items.

Discuss the difficulty of making distinctions between specific descriptive categories for certain groups. Consult a copy of the UN Genocide Convention to determine how UN representatives encountered the same difficulty in defining groups during the UN genocide convention debates from 1946-1948

Determine whether your labels conform to the UN Genocide Convention definition, or to some other criteria.

Share the changes in the UN Genocide Convention text for Articles IV through IX with classmates in a discussion and identify at least three different versions.

Write an essay on the problem of genocide in the period 1948 through the present, focusing on specific cases that have inspired controversy about the definition of genocide itself. Examples might include the Cambodian genocide between 1975 and 1979, the killing of civilians by the Argentine government between 1976 and 1983, or the use of chemical weapons against Kurds by the Iraqi government during the 1980's or more recent examples in the 1990's and early in the 21st century.

In a group or individually create a set of criteria for the determination of genocide.

Read and discuss events in Auschwitz 1942-1945 and events at My Lai during the Vietnam War in 1968. Both were war crimes, but one was termed genocidal and the other was considered a wartime atrocity. • Define atrocity. • Discuss which factors distinguish an event as a genocide.

Research other groups of people who, bonded together by a common history or traditions, became violent against others unlike them in the name of nationalism.

Read and discuss some of the articles that offer the perspectives of those intimately involved in the events in Kosovo (such as Days and Nights in Kosovo: Relief Worker's Diary; Children of Balkan Immigrants Share War Stories in Classroom; and Ethnic Albanians Recount a Massacre) Compare and contrast first-hand accounts of the conflicts in Kosovo to the news stories that journalists relayed.

Examine the case study of Sudan. • Read daily news briefs from an internet site. • Locate Sudan on a map • List arguments on both sides: Is this a genocide?

Using the United Nations definition of genocide, or the definition that you have developed earlier in this unit, determine which of the events listed on the chart, "Which Are Genocides?" meet your preferred definition of genocide. Provide a brief explanation of your rationale in a class discussion.

Select one of the genocides listed below from the text Century of Genocide: Eyewitness Accounts and Critical Views, and write an essay on the uniqueness of that genocide. Additional sources may be consulted. • Genocide of the Hereros • The Armenian Genocide • Soviet Man-Made Famine in Ukraine • Soviet Deportation of Whole Nations • Indonesian Massacres • East Timor Genocide • Bangladesh Genocide • Burundi Genocide • The Cambodian Genocide • Physical and Cultural Genocide of Various Indigenous Peoples • The Rwanda Genocide

Select from among the following events that have been described as genocides and analyze the root causes and effects of each. 1. The Armenian Genocide (1915- 1923) 2. The Forced Famine in Ukraine: 1932-1933 3. The Great Irish Famine (1845- 1849) 4. The Cambodian Genocide (1975- 1979) 5. The American Indian Genocide

Investigate and report on current organizations that are working to reduce and possibly eliminate present and future genocides. Discuss how the activities of these organizations may serve to alert the world to potential

genocide, war crimes or crimes against humanity.

Develop a personal plan (which may also include family members) designed to help reduce prejudice, racism and bigotry in your own life and the community in which you live.

study at least one human rights organization of your choosing and report to the class about that organization's mission and philosophy and what would be required to be a member.

Investigate and report an actual atrocity or war crime by completing the report form that the UN requires on its similar investigation. Review the Universal Declaration of Human Rights.

Develop a definition of "responsibility" and do the following: • Complete the survey Assigning and Assessing Responsibility and respond to the questions at the beginning of the survey. • After completing this activity, join with a small group of students and discuss your respective responses. • Compare and contrast your responses and discuss your group's results with the rest of the class.

Read "Letter to a Teacher," by Haim Ginott. What is Ginott's expressed view of the relationship between a person's level of education and moral responsibility? Do you agree with his view? If so, how do you account for this?

Examine the chart in the article Nazi Leadership using the questions at the end of the reading as a guide to your analysis and discussion of the relationship between the level of a person's education and his or her sense of moral responsibility.

Research the legal basis for establishing the War Crimes Tribunal and define and discuss the following: • Ex-post facto • Common law • Statute law • Conspiracy • The Hague Convention 1899, 1907 • The Geneva Convention 1929 • Subsequent Geneva Rules/Conduct of Warfare • German rules of conduct 1944 • Tribunal

View the video War Crimes and use the following questions as a basis for analysis and discussion: • Should soldiers be held responsible for atrocities committed during war, even when following orders? • Summarize the issues involved in each of the case studies presented in the video: The Nuremberg Trials of 1945-1946; the 1967 individual trials of Lt. William Calley and Capt. Ernest Medina for the My Lai massacre; and the 1986 trial of John Demjanjuk, accused of being the sadistic Treblinka guard known as "Ivan the Terrible."

Research the background of the following: 1. War Crime Tribunal 2. Establishment of the Charter of Tribunal 3. How the charges were determined 4. List and describe the four counts of Indictment • Conspiracy • Crimes against Peace • War Crimes • Crimes against Humanity 5. Nuremberg Trial – 22 defendants crimes/outcomes (See The Limits of War.)

Examine the backgrounds of each of the principal Nuremberg defendants and the verdicts rendered in each case. 1. Prepare a brief biography of each of the principal Nuremberg defendants. 2. Evaluate the verdicts of these defendants considering the degree of their involvement in the Nazi regime. 3. View selected trial scenes from Judgment at Nuremberg and QBVII.

Analyze issues from the Holocaust such as: • Moral issues regarding Germany • Unpunished individuals, institutions: e.g., I.G. Farben, Krupp, IBM • Reparations • Bystanders • Corruption of power • Medical experiments in camps • Moral responsibility 1. Read The Gathering by Arje Shaw using the questions in the reading as a basis for thought and discussion. 2. Read I.G. Farben, using the questions at the end of the reading as a basis for analysis and discussion.

Read Bystanders at Mauthausen using the questions in the "Connections" section as a basis for analysis and discussion.

Read Why Me? By Ernst Papanek. Discuss the concept of survivor guilt.

Read Heir of the Holocaust: A Child's Lesson by Harry Furman. Furman, the child of Holocaust survivors, states: "A study of the Holocaust will not matter unless it has some effect on our everyday behavior," With a small group, discuss your responses to the questions that Furman asks us to consider:

Assess the relationship between the Holocaust and the establishment of the State of Israel using the recommended resources and the following questions as a basis for your inquiry: • Why did so many Holocaust survivors become displaced persons (DP's) after the war? • Why did Great Britain continue the policy of excluding Jews from immigration to the Jewish settlement in Palestine? How did the voyage of the Exodus 47 emphasize the plight of the displaced persons? (See Exodus 47, by Ben Wicks).

Explain the United Nations favorable vote for the partition of Palestine. (See November 29, 1947 by Uri Dan)

View any one of these videos and tell from what point of view its producers operated: The Long Way Home; Exodus 1947; or Displaced Persons. How did the film enhance your understanding of this topic?

Read Dawn of a Promised Land and paraphrase the story of a Bricha participant in her adventure from Vienna to Palestine. • Read Commander of the Exodus and write directions for a movie scenario for his ocean voyage. • Prepare an argument as would be given by David Ben Gurion before the Anglo-American Commission of Inquiry for the immediate admission of Jewish DP's to Palestine. Give the argument of Ernest Bevin, the British Foreign Secretary against such admission. • Write a letter to President Harry Truman urging him to support the United Nations Partition Plan. • Present the Arab position against the Partition Plan. • Write a diary page describing your reaction as an Israeli to the Israeli Declaration of Independence (May 14, 1948). • Draw a map of Israel under the United Nations Partition Plan, then superimpose a map of Israel after the truce in 1949. • Draw a timeline of the major events in this unit based on the topics above. Explain to the class the interrelationships of each event.

Review the issue of individual moral responsibility vs. obedience to authority using examples of moral dilemmas and discussions. 1. View the video Joseph Schultz. Use the following questions as a basis for your analysis and discussion in a small group: • Who was Joseph Schultz? • Where did this scene take place? • Who were the people targeted for execution? • What was Joseph Schultz asked to do? • What were the alternatives available to him and his fellow soldiers? • What were the probable consequences of each alternative? • What do you think Joseph Schultz thought about as he made his decision? • What did he decide to do? What does this reveal about him? Did he do the right thing? • How did his decision differ from his fellow soldiers? • What do you think would have happened if the majority of the soldiers acted as he did? • Is it ever right for a soldier to disobey a direct order? 2. Examine two or more of the six case studies presented in The Bystander's Dilemma using the following questions as a guide for analysis and discussion.

Elie Wiesel has said, "Silence is never the answer when human rights are involved." Do you agree with him?

Define the term "responsibility." Then, complete the activity Assessing and Defining Responsibility which asks you to assume you were a judge who had to assess the level of responsibility for the Holocaust of a number of individuals listed. When finished, determine what punishment, if any, you would give to each person on the list. Share your responses and supporting arguments with a discussion group.

Many corporate executives who were responsible for the production of Zyklon B (the gas used to kill people in the gas chambers) and the use of slave labor received light sentences after the war. They often lived to become very successful businessmen shortly after the war. Use the following questions as a basis for reflection and discussion: • How do you feel about this historic fact? • How does this situation compare with the way we treat "white collar" crime in our own society? • Why do we find such attitudes towards "white collar" behavior?

Over the years, historians and others have debated the question of whether the Holocaust should be viewed as a unique event or as an event that has universal implications. Given your study of the Holocaust and numerous genocides, reflect upon the following questions and enter your reactions in a journal or reflective essay: • What are the major characteristics of the Holocaust that distinguish it from other historic genocides? • Select several genocides that you have studied and discuss the major characteristics that distinguish each from all other genocides, including the Holocaust. • Are there any characteristics of the Holocaust and other historic genocides you have studied that are shared in common? Identify them and explain the commonalities. • Do the Holocaust and other genocides you have studied have any universal implications for people in the world today? If so, what are they?

Investigate the history of the Holocaust denial movement using the following questions as a guide. Report your findings to the class. • How does the denial movement relate to historical anti-Semitism? • In the United States, what are the First Amendment implications for Holocaust denial? • What will happen when there are no more survivors and liberators and when new generations are further removed from the Holocaust

Compare and contrast denier and anti-denier sites on the Internet. Report your findings to the class.

Assessment Evidence - Checking for Understanding (CFU)

- Journals (formative assessment)
- Newspaper Headline (alternative assessment)
- Evaluate (formative assessment)
- Unit test-summative assessment
- Think, pair, share-formative assessment
- DBQ's-alternate assessment
- Create a Multimedia report-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart

- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The Holocaust and Genocide: The Betrayal of Humanity, Volume 2, A Curriculum Guide for Grades 9-12, New Jersey Commission on Holocaust Education, 2003

Holocaust and Human Behavior, Facing History and Ourselves Resource Book, 2017

Common Core Writing Prompts and Strategies,Facing History and Ourselves, 2015

Ancillary Resources

Echoes and Reflections Anti Defamation League publication

United States Holocaust Memorial Museum website, educators' resources

IWitness website from the University of Southern California's Shoah Foundation- survivor testimonies

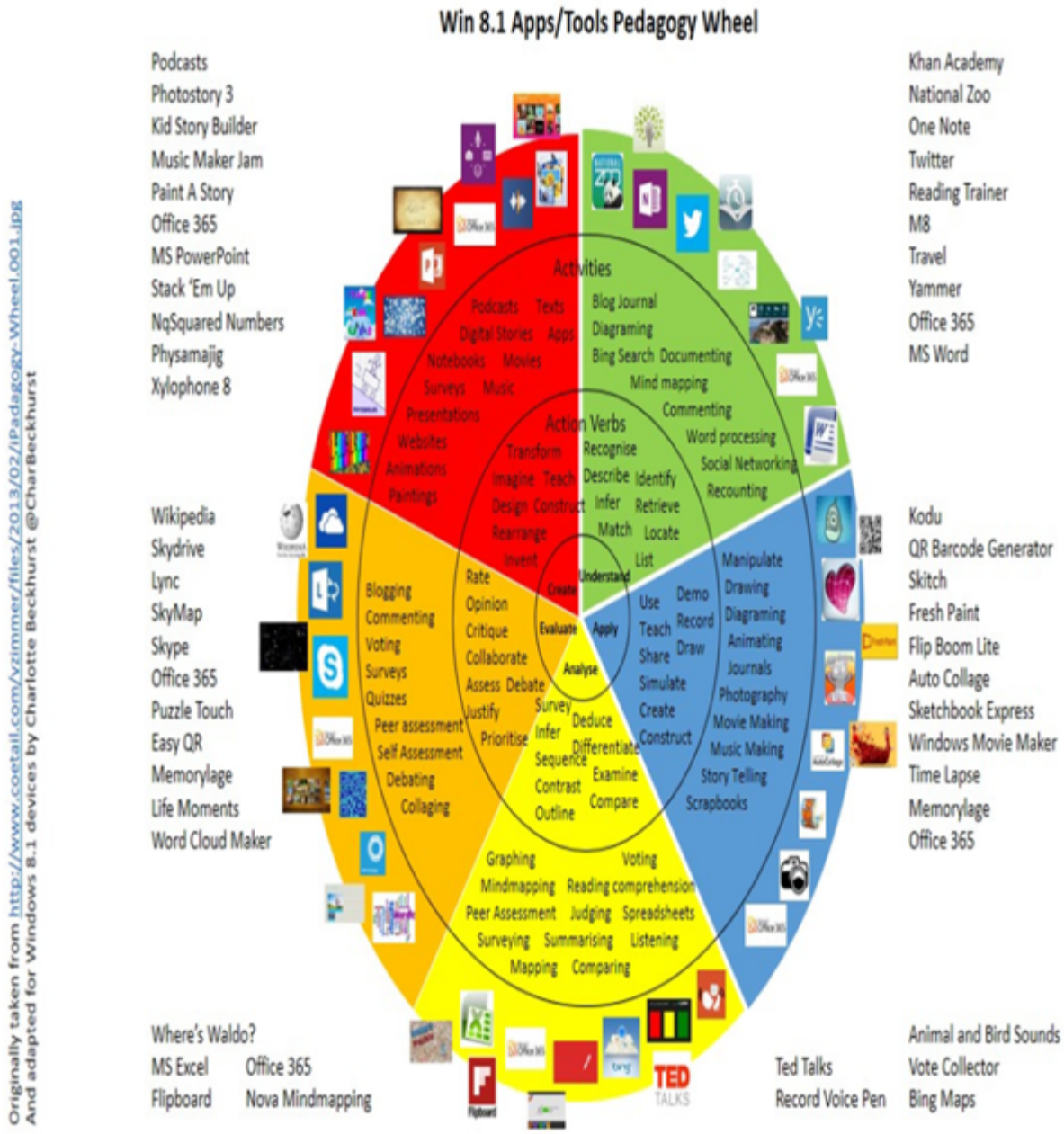
Technology Infusion

IWitness website from USC Shoah Foundation- video testinmony of Holocaust survivors

United States Holocaust Memorial Museum website

Youtube videos

Video clips from Facing History presented by college professors



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term

	consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
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.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

- Media Literacy
- Information Literacy
- Critical thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Civic Literacy
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Jigsaw activity researching different cases of genocide and present the findings
- Discuss the difficulties in categorizing genocides and list groups that the class believes were victims

- Define genocide as determined by the UN and identify their steps to genocide and determine if this is relevant today

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide definition of genocide and analyze the steps the UN identified to reach genocide
- Determine problems with classifing genocide or crime against humanity in todays's world
- Jigsaw the Articles of UN Genocide Convention and allow student to describe their chunk in small groups

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation

- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Allow students to use translator to greater understand some of the difficult vocabulary when dealing with genocide
- Partner high and low level ELL students so that the instructions and concepts can be discussed in primary language
- Teacher will discuss with ELL student to make sure the instructions and expectations are clearly understood. Have student describe to teacher to gauge understanding

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Give notes to students at risk showing examples of genocide beside the Holocaust to determine that it is an ongoing crisis in the world
- Allow note cards to be used on quarterly exam
- Have student use genocide conditions to evaluate incidents from before WWII and examine opinion of

if that was a case of genocide

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Analyze the steps to genocide and research modern cases and see if the conditions should be changed
- Evaluate cases that do not meet the steps to genocide
- Research possible cases of genocide in the world today and give opinion whether it is genocide

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and

growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: