1- The Nature of Human Behavior and Views of Prejudice Copied from: Holocaust & Genocide Studies, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Holocaust & Genocide Studies, Grades 9-12

Unit 1- The Nature of Human Behavior and Views of Prejudice

Belleville Board of Education

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Unit Overview

A study of the Holocaust and genocides is complex and requires students to examine a range of factors in an attempt to improve their understanding of the fundamental causes and vast implications involved. The units in this curriculum deal with these factors with progressively increasing scope and depth. Following the current unit, the study will include views of prejudice and genocide; the rise of Nazism; the progression from persecution to mass murder; resistance, intervention and rescue; genocide; and issues of conscience. This study begins by focusing the student's attention, not on the Holocaust per se, but on a more generic analysis of human behavior.

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

Enduring Understanding

Students will be asked to examine

(1) various 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.

(2) aggression and cruelty,

(3) the positive and negative behaviors associated with obedience, conformity and silence;

(4) the positive behavior associated with acts of courage, integrity and empathy, and

(5) 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,

(6) define and explain the nature of prejudice as a universal human phenomenon;

(7) examine the contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide;

(8) define and examine the history of anti-Semitism from ancient times to 1933;

(9) investigate current extremist groups and examine whether advanced education and culture reduce the potential for genocide; and

(10) reassess their previous generalizations about human nature in light of their study of prejudice and genocide.

Essential Questions

- What is human nature?
- Can you relate your personal experiences to theories of human behavior?
- What is my role in society?
- How do heritage, culture, and history shape my perspective?
- Who am I responsible to and for? Why? How do I show that?
- How and why do we make decisions?
- What motivates hate?

- What is the human potential for good and evil?
- To what extent does one's environment impact individual action?
- 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 decided 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?
- Why and how do we make decisions?
- How and why do people make distinctions between "us" and "them"?
- What makes it possible for neighbors to take against neighbors?

Exit Skills

- Students will discuss general theories of human nature and relate these to personal experiences.
- Students will examine aggression and cruelty as parts of human nature.
- Students will examine the positive and negative behaviors associated with obedience, conformity and silence.
- Students will recognize the positive behavior associated with acts of courage, integrity and empathy.
- Students will compare and contrast the behavior of perpetrator, victim, collaborator, bystander, resister and rescuer.
- Students will develop generalizations that reflect their individual views of human nature.
- Students will define and explain the nature of prejudice as a universal human phenomenon.
- Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.
- Students will define and examine the history of AntiSemitism from ancient times to 1933.
- Students will investigate current extremist groups and examine whether advanced education and culture reduce the potential for genocide.
- Students will reassess their previous generalizations about human nature in light of their study of prejudice and genocide.

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.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
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.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.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
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.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
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.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

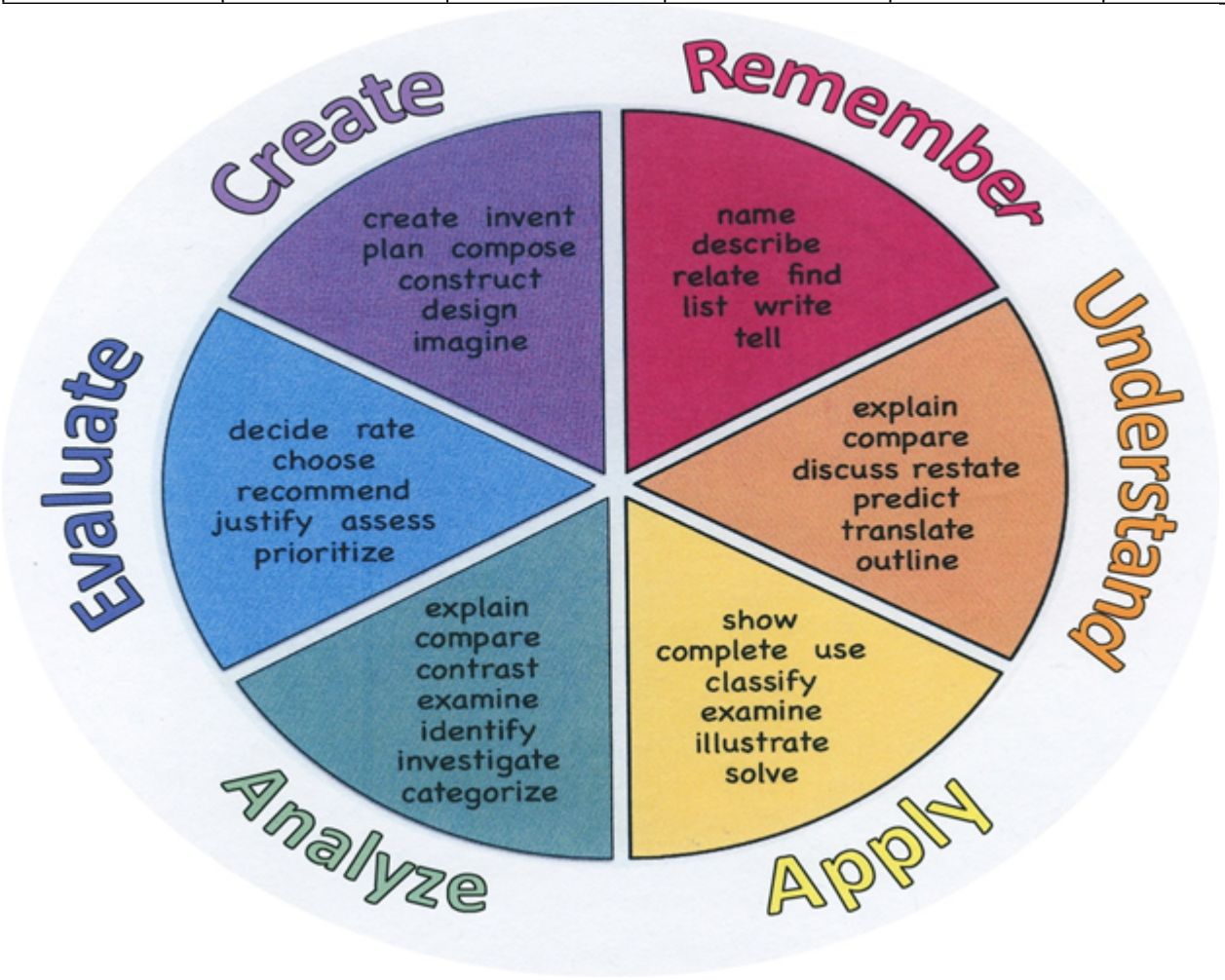
Learning Objectives

- Reflect upon and discuss your view of human nature
- Compare and contrast various theories of human nature
- Find theories and expressions reflected in the lyrics of modern music that relate to human nature.
- Define aggressive behavior and provide examples to illustrate this definition
- Read and interpret experts' views on aggression
- Examine the concepts of obedience, silence and conformity
- Discuss the consequences of silence
- Examine the dangers of conformity and obedience practiced by cults
- Interpret the meaning of courage, integrity and empathy
- Explore your "self"
- Define and discuss prejudice

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

Read article, Man's Search for Meaning, by Viktor Frankl. Use the questions at the end of the article as a catalyst for writing your reflections in a journal; or conduct a discussion in a small group, reporting and discussing your group's findings.

Administer and discuss results of The Human Nature Survey.

Compare and contrast various theories of human nature reflected in the articles and excerpts that follow. 1. The Prince, Niccolo Machiavelli 2. Man is Rational, John Locke 3. Man is Evil, Thomas Hobbes 4. Man is the Product of His Environment, B.F. Skinner

Read the book or excerpts from Profiles in Courage, which relates to modern men and women of courage.

Find theories and expressions reflected in the lyrics of modern music that relate to human nature.

Read Sources of Aggression and summarize the theories of aggression that are described and discuss which of these theories may be supported by your own observations

Auschwitz: If You Cried You Died (Documentary video on the journey of two Holocaust survivors who revisit Auschwitz.)

Read the article Columbine Teens Found Validation In Reprogrammed Hi Tech Games and the poem written by an anonymous student from Columbine High School.

Read and interpret experts' views on aggression, using the following resources as a basis: 1. Man Is Innately Aggressive, by Robert Ardrey 2. The Drowned and the Saved, by Primo Levi 3. Conformist Aggression, by Eric Fromm 4. Memory of the Camps

Read This Way for the Gas, Ladies and Gentlemen, by Tadeusz Borowski, and discuss how people can rationalize and "cover" their participation in horror in order to survive.

An Olympic Athlete's Dilemma: What Would You Do? (This dilemma story focuses on a decision by an American Olympics athlete to participate in, or withdraw from, the 1936 Olympics held in Munich, Germany

View the video, The Wave

Assessment Evidence - Checking for Understanding (CFU)

- Compare and Contrast-alternate assessment
- Newspaper Headline
- Journals
- Unit test-summative assessment
- Create a Multimedia report-benchmark assessment
- Think, pair, share-formative assessement

- 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 1, 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

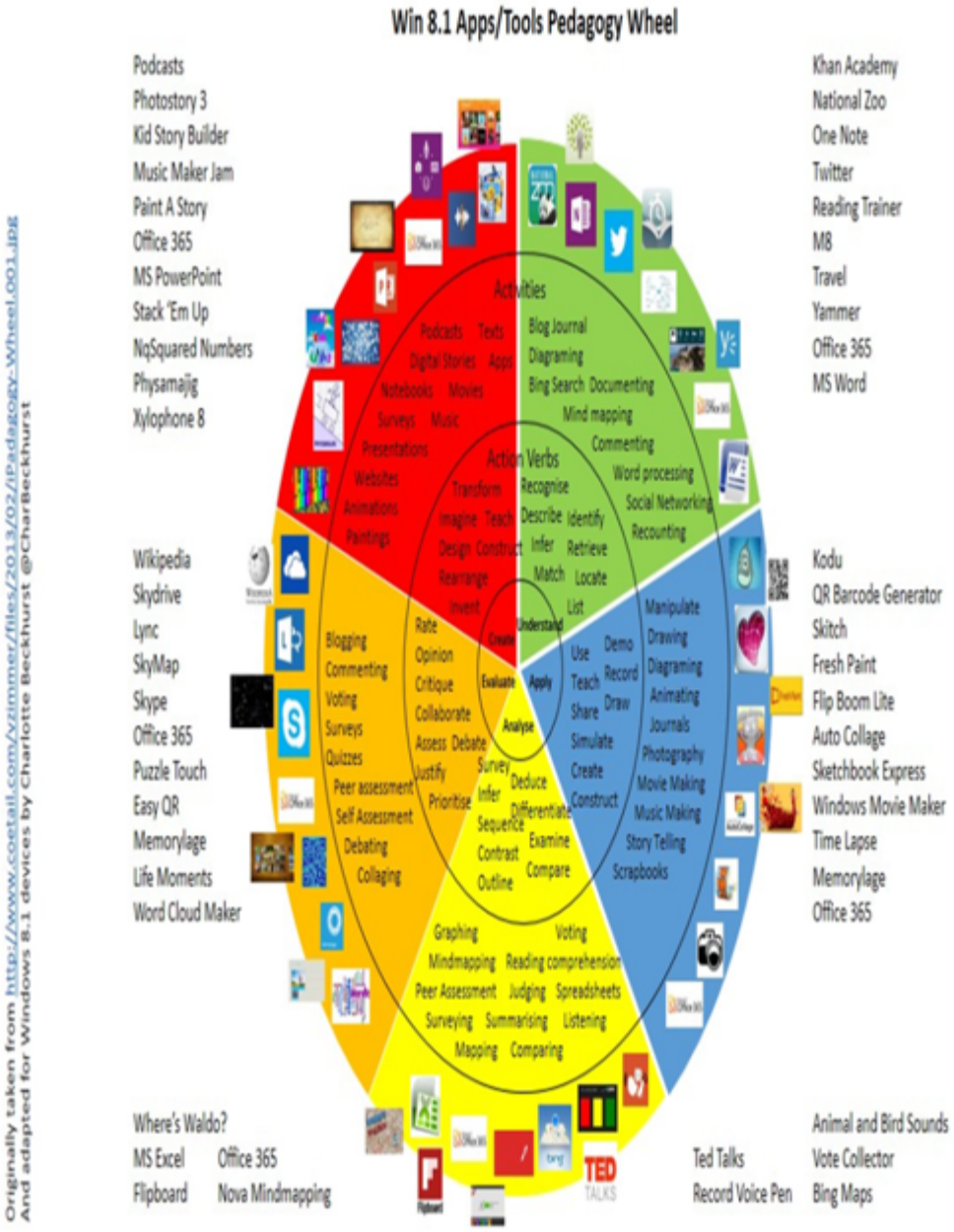
Echoes and Reflections Anti Defamation League publication

United States Holocaust Memorial Museum website, educators' resources

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

Technology Infusion

- Use of iWitness website which includes video testimonies from survivors of all genocides
- Google News to search news sources which includes coverage of genocides
- Online video clips from Facing History and Ourselves by college professors
- Use of internet to find websites which support hate and are not trustworthy sources
- Youtube video of "The Wave"
- US Memorial Holocaust Museum website and its online resources
- NJ State Holocaust Commission website and included activities



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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
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.A.CS2	Select and use applications effectively and productively.
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.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
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.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
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.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Skills/Interdisciplinary Themes

- Information Literacy
- Media Literacy
- Critical Thinking and Problem Solving
- Communication and collaboration

- 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

- Preview contenct and concepts by having students make an identity chart to see themselves & predjudices for or against them
- Visual Presentation of the After School Special The Wave to explore a teacher's social experiment
- Guided Reading- Present about Viktor Frankl and allow students to read the passage and then answer the questions in small groups

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)

- Have student work with assigned partner to discuss "This way for the gas, Ladies and Gentlemen"
- Multi-sensory presentation- Show lyrics of selected songs that relate to human nature and then ask the students to find lyrics of modern songs that relate to human nature

- 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)

- decreasing the amount of work presented or required- modify the number of questions to be answered from the video "Auschwitz: If you Cried, You Died"
- Allow bi-lingual student to share notes of Man's Search for Meaning
- The video, "The Wave" is a strong depiction of human nature and how people can be influenced by a strong group

- 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

- Provide study guide on Man's Search for Meaning to make the material easier to understand
- Summarize the theories of aggression in Sources of Aggression and allow students to select the sources in their own observations
- The Wave visually shows an experiment of how a group can gain a life of its own and become corrupt

- 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)

- Debate issues with research reagrding Locke, Machiavelli, Hobbes, and B.F. Skinner
- Discuss ways that aggression can be reduced
- Make comparisions with the Wave and other authoritarian governments

- 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

Unit Name: : The Nature of Human Behavior and Views of Prejudice

NJSLS: 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.

Interdisciplinary Connection: Reading of complicated article. Writing assignment giving opinion.

Statement of Objective: Analyze how the desire for self-preservation can allow people to participate in horrible acts.

Anticipatory Set/Do Now: Read This Way for the Gas, Ladies, and Gentleman, by Tadeusz Borowski

Learning Activity: Read This Way for the Gas, Ladies and Gentlemen, by Tadeusz Borowski, and discuss how people can rationalize and “cover” their participation in horror in order to survive. Use guided questions to get opinions from the students. Discuss the implications of all actions. Try to make the issue more than good vs evil it is personal life or death. Have students write a journal entry with their decision and explain their reasoning.

Student Assessment/CFU's: : Exit Card

Materials: Copies of reading, notebook (journal), pen

21st Century Themes and Skills: Civics and Critical thinking

Differentiation/Modifications: Personal reflection, open-ended writing assignment

Integration of Technology: Can be tied in with survivors' stories from the IWitness website