

# Unit 1: 3rd Holocaust

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## GOALS/PURPOSE

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**Unit Goal: Students will learn how people work collaboratively through mutual understanding and respect.**

### Objectives:

1. Understand that each person is unique and special and explore cultural contributions of people from various backgrounds
2. Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
3. Explain how words can be empowering or destructive in order to understand how your words and actions affects others and explore what causes people choose to act in caring or hurtful ways
4. Discuss how all choices have both good and bad consequences and making good choices is important in life
5. Define prejudices against individuals or groups (incl. Discrimination and anti-Semitism) and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world)
6. Explain how prejudice can lead to persecution of individuals or groups
7. Explain the concepts of respect, trust, and caring and apply them to yourself and others
8. Define what a bully is and differentiate between friends and bullies by understanding the specific actions or behaviors of each
9. Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view
10. Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
ELA.RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RI.IT.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## **READ ALOUD TEXTS/EXCERPTS**

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### "The Boy Who Thought Outside the Box"

Author: Marcie Wessels

Illustrator: Beatriz Castro

This picture-book biography of Ralph Baer, whose family fled Nazi Germany for the US, introduces kids to a great inventor AND the birth of the first home console. Using wartime technology, Baer thought outside the box and transformed the television into a vehicle for gaming; Baer's invention, the Odyssey, is a precursor to the Atari gaming system. Today, interactive systems like Wii and PlayStation are descendants of Ralph's innovative "Brown Box," making this award-winning inventor the true "Father of Video Games."

### "The Tower of Life: How Yaffa Eliach Rebuilt Her Town in Stories and Photos"

Author: Chana Stiefel

Illustrator: Susan Gal

This is the stunning true story of how Yaffa made it her life's mission to recover thousands of her town's photographs from around the world. Using these photos, she built her amazing TOWER OF FACES, a permanent exhibit in the US Holocaust Memorial Museum, to restore the soaring spirit of Eishyshok.

### "Hidden Hope: How a Toy and a Hero Saved Lives During the Holocaust"

Author: Elisa Boxer

Illustrator: Amy June Bates

The remarkable true story of how a toy duck smuggled forged identity papers for Jewish refugees during World War II. During World War II, a social worker named Jacqueline bicycled through the streets of Paris, passing Nazi soldiers and carrying a toy duck to share with the children she visited.

### "Star of Fear, Star of Hope"

Author: Jo Hoestlandt

Illustrator: Johanna King

Helen recalls her childhood during the Nazi occupation of France and the mounting persecution of the Jewish people. On the eve of her birthday, Helen is excited to celebrate with her best friend Lydia. But when a fearful woman appears at Helen's house, Lydia suddenly wants to go home early, and Helen can't understand why. Does it have to do with the yellow star that both Lydia and this woman are wearing? Why are people in hiding and using strange names? What is Lydia afraid of?

## **ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)**

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NJ Holocaust Grades 3-4 Curriculum

[Suggested Activities](#)

- Exploring Young Immigrant Stories
- Discovering My Identity

BrainPop

[Conflict Resolution](#)

[Friendship](#)

## **WEBSITES (FOR STUDENTS TO INTERACT WITH)**

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NJ Holocaust Grades 3-4 Curriculum

[Suggested Activities](#)

- Ellis Island Interactive Tour Activity

Cultures & Traditions - epic!

[Collection of Books](#)

## **PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)**

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This section is for teachers/staff only. Please include links to organizations (approved list again) and/or lesson plan resources that you feel would be helpful in assisting a teacher plan for the implementation of this crosswalk. These resources should be free. Please DO NOT include and Teacher Pay Teacher resources here.

[NJ Holocaust Grades 3-4 Curriculum:Unit 2](#)

United States Holocaust Memorial Museum

[Introduction to Teaching About the Holocaust](#)

[Professional Development Training Videos for Educators](#)

