

# Unit 1: 4th Holocaust

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

## **GOALS/PURPOSE**

---

**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.4.1

Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RI.CR.4.1

Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RL.CI.4.2

Summarize a literary text and interpret the author's theme citing key details from the text.

ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

## **READ ALOUD TEXTS/EXCERPTS**

---

### ["The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust"](#)

- [part 2 of read-aloud](#)

Author: Karen Gray Ruelle & Deborah Durland Desaix

Few Parisians were willing to risk their own lives to help. Yet during that perilous time, many Jews found refuge in an unlikely place-- the sprawling complex of the Grand Mosque of Paris. Not just a place of worship but a community center, this hive of activity was an ideal temporary hiding place for escaped prisoners of war and Jews of all ages, especially children.

### ["The Harmonica"](#)

Author: Tony Johnston

Illustrator: Ron Mazellan

When the Nazis invaded Poland, a family is split apart. The parents are sent to one concentration camp, their son to another. Only his father's gift, a harmonica, keeps the boy's hopes alive and, miraculously, ensures his survival. When an officer discovers his talent, he makes the boy play each night. Through music the boy invokes his parents and brings comfort to the other prisoners, lifting their spirits if only for a moment at time.

### ["The Butterfly"](#)

Author: Patricia Polacco

Ever since the Nazis marched into Monique's small French village, terrorizing it, nothing surprises her. That is, until the night Monique encounters a little ghost sitting at the end of her bed. She turns out to be a Jewish girl named Sevrine who has been hiding from the Nazis in Monique's basement. Playing after dark, the two become friends. But when they are discovered, both of their families must embark on a nighttime flight. And Monique can only hope that the freedom of the butterflies in her garden will reach Sevrine as well.

### ["Anne Frank: The Girl Heard Around the World"](#)

Author: Linda Elovitz Marshall

Illustrator:

- During her two years in hiding from the Nazi's, Anne Frank poured her soul into a red plaid diary named Kitty. She wrote honestly of the reality of occupation, of daily life in the annex, and of her longing to be heard. More than anything, Anne spoke the truth, and her words have echoed throughout history.

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

---

NJ Holocaust Grades 3-4 Curriculum

### [Suggested Activities](#)

- Examining Stereotypes in Books
- Identity Portraits
- Dealing with Dilemmas

CommonLit Article

"Anne Frank" by Britannica Kids

BrainPop

### [Getting Help](#)

### [Bullying](#)

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

---

NJ Holocaust Grades 3-4 Curriculum

### [Suggested Activities](#)

- 20 Virtual Museum Tours (to tie in with exploring cultural contributions)

Cultures & Traditions - epic!

### [Collection of Books](#)

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

---

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](#)