

Unit 1: New Unit

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

GOALS/PURPOSE

GOALS

Students will develop a basic knowledge and understanding of the persecution associated with life in the ghettos and camps for targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression.

Students will develop an understanding of the extensive efforts made by Jews and other victims of the Nazis to hide and escape from their grasp and the vital role of rescuers in saving many lives.

<https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml>

ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.SL.PE.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
ELA.SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ELA.SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
ELA.SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

READ ALOUD TEXTS/EXCERPTS

[Irena's Children: Young Readers Edition](#) by Tilar J. Mazzeo, adapted by Mary Cronk Farrell (2017) -

- [Curriculum Guide](#) provided by Simon & Schuster

[The Boy on the Wooden Box: How the Impossible Became Possible on Schindler's List](#) by Leon Lyeson (2015)

- [Curriculum Guide](#) provided by Simon & Schuster

The Children of Willesden Lane: A True Story of Hope and Survival during World War II: Young Readers Edition by E. Sher and M. Golabek 2017

1. [Original Version](#) and [Young Readers Version](#)
2. [The Children of Willesden Lane: Resources](#)
3. [In Lisa's Footsteps: A Virtual IWalk for The Children of Willesden Lane](#)

Salvaged Pages: Young Writers' Diaries of the Holocaust edited by Alexandra Zapruder 2015 (Peter Feigl's Diary)

- [Educational Resources — Alexandra Zapruder](#)

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

["Children in the Ghetto Interactive Learning Environment"](#) A lesson from Yad Vashem for grades 4-6 that deals with children's lives in the ghettos during the Holocaust period and describes life during the Holocaust from the perspective of children living in the ghettos.

[The Holocaust: History and Memory](#) Take A Virtual Field Trip through the United States Holocaust Memorial Museum

[The Lodz Ghetto Photographs of Henryk Ross](#): A Collection of Holocaust Photographs- Facing History and Ourselves

[The Nazi Concentration Camps](#) -University of London (Good for guided exploration and reflection)

["The Auschwitz Album"](#) Online Exhibition - Yad Vashem (Good for guided exploration and reflection)

[In Cellars, Pits and Attics | Themes | A Tribute to the Righteous Among the Nations](#) - Collection of six brief accounts of individuals in hiding

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

["The Ghettos"](#) An adaptable lesson from Echoes and Reflections using primary source material to learn about the ghettos, investigate the conditions in ghettos, and that despite the immense suffering, Jews still did their utmost to conduct their lives and retain their dignity.

[Mutual Assistance Within the Ghetto Wall](#) -A Yad Vashem lesson for grades 7-8 highlighting some of the organizations that were established to coordinate social welfare activities in the ghettos

["Let the world read and know - The Oneg Shabbat Archive"](#) Online Exhibition - Yad Vashem - "The "Oneg Shabbat" Archive, also known as the Ringelblum Archive, is one of the most impressive and unique projects initiated by the Jews during the Holocaust. This underground archive was established and run by historian and community figure Dr. Emanuel Ringelblum, with the express purpose of documenting the reality of life under Nazi occupation."

The Hidden Child (Maud Dahme) [The Hidden Child - NJVID - DIGITAL MEDIA REPOSITORY](#) - "A gripping tale of survival, The Hidden Child tells the story of a six-year-old girl and her sister, separated from their parents, dodging bullets, lying for survival and relying on the compassion of strangers who risked their own lives to save Jewish children. Today, Dahme devotes her life to the Holocaust and genocide education. Issues such as tolerance, mutual respect and understanding are explored in depth in the documentary as well as in an accompanying teacher guide developed by New Jersey educators for classroom use."

[Rescue and Survival in Hiding: Online Lesson](#)

[Stories of Rescue](#) - printable posters: use for discussion, small group research or gallery walk activity

[Resources for teaching about Rescuers and Non-Jewish Resistance](#) - "From Echoes and Reflections, an EXCELLENT resource for educator's personal knowledge. Outlined multi-day plan is geared toward older students BUT includes excellent video clips and handouts that support suggested literature."

New Jersey Commission on Holocaust Education Curriculum

[Unit 3 - Life in the Ghettos and Camps](#)

[Unit 4 - Hiding, Escape, and Rescue](#)