

Unit 1: New Unit

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

GOALS/PURPOSE

GOALS

Students will demonstrate an understanding and recognition of the many forms of resistance that occur and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution.

Students will develop an awareness of the indelible impact of the Holocaust on the individual and their descendants and how the memory of these events has shaped the broader community.

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

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|---------------|---|
| ELA.RL.CR.8.1 | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. |
| ELA.RI.CR.8.1 | Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. |
| ELA.RL.CI.8.2 | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| ELA.RI.CI.8.2 | Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| ELA.RL.IT.8.3 | Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts. |
| ELA.RI.IT.8.3 | Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. |
| ELA.RL.TS.8.4 | Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. |
| ELA.RI.TS.8.4 | Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. |
| ELA.RL.PP.8.5 | Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). |
| ELA.RI.PP.8.5 | Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. |

READ ALOUD TEXTS/EXCERPTS

PAIRED Texts - [White Rose](#), by Kip Wilson AND [We Will Not Be Silent](#), by Russell Freedman - A novel in verse that tells the story of Sophie Scholl, a German teen who resisted the Nazi movement happening around her

- [Houghton Mifflin Guide](#) for teaching these texts together

[Survivor's Club](#) by Debbie Bornstein Holinstat and Michael Bornstein (2017) - [Teacher Resources](#)

One Thousand Tracings: Healing the Wounds of WWII by Lita Judge (2007) - [Discussion Guide](#)

- [Accompanying, interactive resources](#) from the author's website

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

[Universal Declaration of Human Rights, adapted for younger audiences](#) - Great for guided discussion

[Women in the Resistance Series](#) from The United States Holocaust Memorial Museum

PBS Documentary "[Worse Than War](#)" helping students to understand genocide so that they do not grow up to become bystanders with an accompanying [Teacher's Guide](#)

[Life Lessons from Holocaust Survivors](#) - Jewish Family Services of San Diego

[Video Testimony](#): Holocaust Survivor Lilli Silbiger on the Legacy of the Holocaust

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

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

[Collection of recommended graphic novels that show the stages of genocide](#) - The Dallas Holocaust and Human Rights Museum

[Resistance is.....](#) - Students will read and analyze a poem regarding the term “resistance” and the many different ways that Jews resisted during the Holocaust. (Facing History)

1. [Jewish Resistance Testimonies](#) - Students will examine multiple types of resistance through firsthand video testimony. An opportunity is provided for students to learn about the risks of resisting Nazi domination and the means, scope, and intensity of resistance efforts.
 1. Roman Kent - spiritual/cultural
 2. Helen Fagin - spiritual/cultural
 3. Ruth Brand - spiritual/cultural
 4. Mira Shelub - physical
 5. Sol Lieber - physical

[Combatants and Protectors: 12 Years That Shook the World](#) - A podcast about the Bielski brothers, three Jewish siblings who resisted the Nazis and rescued 1200 Jews from the Nazis

[Echoes and Reflections - Rescuers and Non Jewish Resistance](#)

[Liberation and Legacy Units](#) - an adaptable lesson from Echoes and Reflections that explore these realities and the incredible will to live of the Jewish people as they embraced a “return to life.” and examines the role of the liberators following the defeat of the Nazis at the end of World War II.

[“The Holocaust: The Range of Responses”](#) Lesson plan from Facing History and Ourselves allowing students to deepen their examination of human behavior during the Holocaust by analyzing and discussing the range of choices available to individuals, groups, and nations.

[“How Should We Remember?”](#) Lesson plan from Facing History and Ourselves allowing students to respond to and design Holocaust memorials as they consider the impact that memorials and monuments have on the way we think about history.

New Jersey Commission on Holocaust Education

[Unit 5 - Hiding, Escape, and Rescue](#)

Unit 6 - [Aftermath and Legacy of the Holocaust](#)