

# Unit 1: New Unit

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

## GOALS/PURPOSE

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Students will be introduced to the Holocaust and Genocide in this unit. [NJ Holocaust Grades 9-12 Curriculum: Unit 1](#)

**This unit will have the students examine the nature of prejudice and the implications of the path to genocide.** [NJ Holocaust Grades 9-12 Curriculum: Unit 2](#)

ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

## **READ ALOUD TEXTS/EXCERPTS**

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### **Non-fiction**

1. Chocolate, A Taste of Freedom. Maud Peper Dahme 2015
2. A Life That Matters: From Nazi Nightmare to American Dream. Ben Lesser 2012
3. One Voice, Two Lives Cantor David S. Wisnia 2015
4. Once My Name Was Sara. I. Betty Grebenschikoff 1992
5. Once The Acacias Bloomed. Fred Spiegel 2004
6. The Daughter of Auschwitz. Tova Friedman and Malcolm Brabant 2022
7. Survivors Club. Michael Bornstein and Debbie Bornstein Holinstat 2017
8. The Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of 1.5 Million Jews. Father Patrick Desbois 2009
9. *Witness To History*. Ruth Lichtenstein, Editor-In-Chief, 2009

### **Fiction**

1. 94 Maidens: A Novel Inspired by True Events. Rhonda Fink-Whitman 2012.
2. The Tattooist of Auschwitz. Heather Morris 2018
3. We Were the Lucky Ones. Georgia Hunter, 2017

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

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[Film: Engineering Evil: Inside the Holocaust](#) YouTube stop at 1:24:56

[A Collection of Readings from Facing History that serves as Intro](#) (teacher will have to choose from the choices)

Common Lit The Man Who Coined 'Genocide' Spent His Life Trying To Stop It

Common Lit- Text Set of varying levels and topics related to Holocaust

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

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[Pyramid of Hate-15 minute self paced lesson students can do](#) (there is also one that could be teacher lead if you prefer on the same website)

[Interactive Timeline of Events of the Holocaust](#)

- [Collingswood School Library Resources-](#) - students will have to use their school sign on to enter and investigate

[History.com - focus on WWII](#)

There are many videos, which could be used for students to research independently or for a teacher to choose for students to watch

[biography.com](#)

[Library of Congress Primary Sources](#)

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

- [Anti-Defamation League](#)
- [Auschwitz Birkenau Museum](#)
- [Echoes and Reflections](#)
- [Facing History and Ourselves](#)
- [Genocide Watch](#)
- [Jewish Foundation for the Righteous](#)
- [Jewish Partisans Education Foundation](#)
- [Johannesburg Holocaust & Genocide Centre](#)
- [Memoirs of WW2](#)
- [National World War 2 Museum](#)
- [Southern Poverty Law Center](#)
- [The United States Holocaust Memorial Museum](#)
- [USC Shoah Foundation](#)
- [Yad Vahshem](#)
- [Yahad in Unum - Father Patrick Desbois](#)
- [Zachor Foundation](#)

[Lesson Intro on Holocaust](#)

