

Unit 1: New Unit

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

GOALS/PURPOSE

Students will be able to examine and understand a variety of reasons for the Nazi rise to power in Weimar Germany and for the initial acceptance by the German people. (NJ Holocaust

Grades 9-12 Curriculum: Unit 3)

Students will develop an understanding of how and why the Holocaust occurred and how various players responded, or didn't, to the atrocities that took place. (NJ Holocaust Grades 9-12

Curriculum: Unit 4)

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.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

READ ALOUD TEXTS/EXCERPTS

1. War and Genocide by Doris Bergen
2. Night by Elie Weisel
3. Why?: Explaining the Holocaust by Peter Hayes
4. The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum
5. Rescue Board: The Untold Story of America's Efforts to Save the Jews of Europe by Dr. Rebecca Erbelding

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

1. [Britannica: Hitler's Rise to Power](#) (article)
2. [National WWII Museum: How Did Adolf Hitler Happen?](#) (article)
3. [Communism vs Fascism Comparison](#)
4. [USHMM Encyclopedia MEIN KAMPF](#)
5. [Treaty of Versailles Slideshare \(Linked In\)](#)
6. [USHMM Film: The Path to Nazi Genocide](#) (in parts or full film-28 minutes)
7. [USHMM website- The Holocaust: A Learning Site for Students](#) (9 articles)
8. [Common Lit- Text Set of varying levels and topics related to Holocaust](#)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

[Facing History and Ourselves - On-Demand Webinar: teaching the Rise of the Nazis Through Images](#)

[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.)

Lessons

Lessons:

[Echoes and Reflections](#) (Unit 3) Lesson plans and resource guide- Nazi Germany

[Facing History and Ourselves - The Rise of the Nazi Party](#) (Lesson #9)

Timeline Activity

[Timeline Activity](#) with personal stories 1933-1945 (USHMM) Activity (also see attached)

Shows the scope and sequence of events from Nuremberg Laws to camps. Also, students can connect with personal stories of victims at the time.

Objective: Students will examine the laws and events that impacted people over the whole period of the Nazi Era. Students should get an idea of the complexity of the Holocaust and the planning involved.

Post one card for each year between 1933 and 1945 at intervals around the room. (or create a Google Slideshow with one slide per year)

1. Distribute cards with the personal stories, could be 2-3 each. Share the stories with your small group.
2. Give time for sharing and then students take each card and post it under the date when Nazism first touched that person's life.

3. Use HIDE to divide the timeline into the systematic process of dehumanization and mass murder

HUMILIATION

1. Hitler's rise to power, Nuremberg Laws, etc

ISOLATION

1. Ghettoization

DEPORTATION

1. Wannsee Conference, to camps

EXECUTION

1. Use of camps and crematoria
2. Do the same for the historical events set of cards.
3. Repeat for laws and decrees set of cards.
4. If possible leave them up for students to do a gallery walk.
 1. (if digital, students can save the timeline slides to their drives)

[USHMM_Timeline_Activity_Documents-20230731T195350Z-001.zip](#)

Lesson Dilemmas

Lesson Dilemmas

Objective: for students to ask questions about the Holocaust and understand the concept of 'choiceless choices.'

**Disclaimer: our advice would be to NOT ask "what would you do?" as we don't want students to put themselves in that position. Instead, this should be an intellectual activity that students ponder the complex dilemmas many faced during the Holocaust.*

Possible Dilemmas: David the doctor, Scientist, the Mayor, Olympic athlete, Heidi, Shopkeeper, Anna -Nazi Wife, Helga - Christian woman. Group activity to discuss various scenarios that cover different aspects of the Holocaust events. (see attached)

1. SEL Opener: Share personal stories
 1. Reflect on a time you had a dilemma you had to overcome.
2. Take the dilemmas of the Scientist, Olympic athlete, Judenrat, Anna -Nazi Wife, Helga - Christian woman, and distribute one story per group.
 1. [Reader's Theater](#) style activity OR
 2. Group activity to discuss the various scenarios and share their thoughts.
3. One student read the story to the class. One student summarizes their discussion. One student gives their answer to the dilemma. One student asks 2 questions that they have about the situation.
4. The class would end with the questions they have about the Holocaust to continue the topic, individual research, or group project to answer their questions.
 1. You may choose to use a Jamboard for the reflection or Mentimeter for an anonymous Q&A.
5. Students may follow up with an exercise on what choices Jewish people had in the 1930s. It may come out that help was needed from individuals and groups. Connect with the dilemmas and if they decided to help or not.

[The_Dilemmas-20230731T194846Z-001.zip](#)

Footage

Footage from Band of Brothers and liberation of Landsberg Concentration Camp.

Objective: Students compare Hollywood to History and examine real footage to assess the part that film and photography played in witnessing the events.

WATCH Band of Brothers Episode 9, Why We Fight - streams on HBO, can find clips [here](#) or on Youtube

1. 3-2-1 Debrief (can be on a google form, exit ticket)
 1. 3 things you learned about the Holocaust
 2. questions you still have about the Holocaust
 3. connection you make between the events of the Holocaust and other atrocities we have seen throughout history/see today
2. Or 1 page response paper giving their thoughts on what they just witnessed and asking 2 questions.
3. Or drawing/artistic interpretation of events discussed
4. Or flipgrid video debriefs about what they learned/how they are feeling after the conversation

Additional Websites

Additional Websites for Teachers to Use to find Lessons and Resources:

- [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](#)
- [NJ DOE Website](#)