

# 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 develop an understanding of the many forms of resistance, intervention, rescue, and liberation that occurred during the Holocaust.** [NJ Holocaust Grades 9-12 Curriculum: Unit 5](#)

**Students will examine and understand the nature of genocide, the causes, manifestations, and efforts at prevention.** [NJ Holocaust Grades 9-12 Curriculum: Unit 6](#)

ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point

of view.

## **READ ALOUD TEXTS/EXCERPTS**

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### **Non-fiction:**

1. The Light of Days: the Untold Story of Women Resistance Fighters in Hitler's Ghettos by Judith Batalion
2. I'm Not Leaving. Carl Wilkens 2011
3. Black Dog of Fate. Peter Balakian 1997
4. Zalta's Diary: A Child's Life in Wartime Sarajevo. Zlata Filipovic, 2006
5. The Terrorist Factory: ISIS, the Yazidi Genocide and Exploiting Terror. Father Patrick DesBois 2018
6. Invisible: Surviving the Cambodian Genocide: Memoirs of Mac and Simone Leng, 2017
7. Tears of the Desert: A Memoir of Survival in Darfur. Halima Bashir, 2009
8. To Kill A People: Genocide in the Twentieth Century. John Cox, 2016

### **Fiction:**

1. Mila 18 by Leon Uris

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

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Ten Stages of Genocide handout:

[https://www.genocidewatch.com/files/ugd/137a5c\\_254b438641b243819ef84f0a5caa72e3.pdf](https://www.genocidewatch.com/files/ugd/137a5c_254b438641b243819ef84f0a5caa72e3.pdf)

Worse Than War - YouTube video <https://www.youtube.com/watch?v=vsMe7QvqpaU> Stop at 16:24

[The Warsaw Ghetto Uprising Learn about the largest act of resistance by Jews against the Nazis, mounted by prisoners of the Warsaw ghetto.](#)

[Protests in Germany Investigate different examples of protest and resistance by Germans against the Nazi regime in the 1940s, including the White Rose resistance group](#)

[Common Lit- Text Set of varying levels and topics related to Holocaust](#)

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

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- [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](#)

[Online Exhibit- how was it possible?](#)

[Interactive Map that shows Resistance](#)

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

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

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**Lesson Intro** - Slide Show - start with pictures, types of resistance, and obstacles to resistance.

[Jewish Resistance Slideshow](#)

**Lesson 1** - Spiritual and Cultural Resistance (from Echoes and Reflections)

[Lesson Plan: Spiritual and Cultural Resistance](#)

**Lesson 2** - Partisans and Armed Resistance (from Echoes and Reflections)

[Lesson Plan: Partisans and Armed Resistance](#)

**Lesson 3** - Music as a Survival Tool (from Facing History & Ourselves)

[Lesson Plan: Music as a Survival Tool | Facing History](#)

**Lesson 4** - Righteous Among the Nations (from Echoes and Reflections)

[Lesson Plan: Righteous Among the Nations](#)

**Lesson 5** - Liberation and the Aftermath (from Yad Vashem)

[Lesson Plan: Liberation and Survival](#)

Lesson 6- Who Will Write Our History (from Facing History and Ourselves)

[Lesson Plan- view a documentary film about the profound courage and resistance of the Oyneq Shabes in the Warsaw ghetto.](#)

[Echoes and Reflections Unit](#)

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 - Stories of Liberation](#)

- [Guidelines for Teaching The Holocaust](#)
- [Yad Vahshem](#)
- [Yahad in Unum - Father Patrick Desbois](#)
- [Zachor Foundation](#)
- [NJ DOE Website](#)