

Unit 1: New Unit

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

GOALS/PURPOSE

This unit focuses on defining responsibility, individually and collectively, and works as a conclusion/reflection on the Holocaust seven-day unit. [NJ Holocaust Grades 9-12 Curriculum: Unit 7](#)

Unit Topic: Issues of Conscience, Moral Responsibility, and Memorialization

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

1. I've Lived 1000 Years: Growing Up in the Holocaust. Livia Bitton-Jackson. 1999
2. Chocolate: A Taste of Freedom. Maud Dahme, 2015
3. One Voice: Two Lives. Cantor David S. Wisnia 2015
4. Survivors Club. Michael Bornstein and Debbie Holinstat Bornstein, 2019
5. Anne Frank's Diary: The Graphic Adaptation. Ari Folman 2018
6. Survivors of the Holocaust: True Stories of Six Extraordinary Children. Kath Shackleton, Zane Whittingham et al. 2019

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

Ben Ferencz, the last living Nuremberg prosecutor 60 minutes YouTube video <https://www.youtube.com/watch?v=NZHTtTXjrA> 13:46 minutes

[The Nuremberg Trials](#) (article and video from National WWII Museum in New Orleans)

[Video Monsters and Men: The Nazis at Nuremberg](#) Social psychologist James Edward Waller uses the stories of the Nazis at Nuremberg to discuss human capacity for evil.

[Obeying Orders](#) Learn how the Nuremberg defendants' argued that German leaders were following orders when committing atrocities during the Holocaust.

[PBS Film Series with several videos](#)

[The Age of Rights?](#) World War II brought a new awareness of human rights around the world. After the horrors of the Holocaust came to full light, few people could deny the dangers of racism. The anti-colonial movement was growing stronger around the world, and with the adoption of the Universal Declaration of Human Rights in 1948 by the newly formed United Nations, many turned their attention to the rights of colonized people globally. In Africa, Asia, and the Americas, liberation movements helped bring the plight of millions under European colonialism to public attention.

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

WEBSITES (FOR STUDENTS TO INTERACT WITH)

- [The United States Holocaust Memorial Museum](#)
- [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.)

[Judgement after the Holocaust Students grapple with the meaning of justice and the purpose of trials as they learn how the Allies responded to the atrocities of Nazi Germany.](#) Facing History and Ourselves- many resources

From the ADL, there are more lessons like this. It is about Hate Crimes/Antisemitism in the present day

[Audit2020 Discussing Antisemitism Conversation and Reflection V1.pdf](#)

Two Handouts re: Nuremberg Trials- they go together

[An Overview of the Nuremberg Trials.pdf](#)

[Justice after the Holocaust Anticipation Guide.pdf](#)

[Creative Activity about Facing Injustice](#)

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](#)