

Unit 2: The Holocaust and Early 20th Century Genocide

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **2nd Marking Period**
Length: **8-10 Weeks**
Status: **Published**

The Holocaust and Early 20th Century Genocide

As a precursor to the Holocaust, the Armenian Genocide launched by the nationalist Turks provided a blueprint for Adolf Hitler's Final Solution and led to the destruction of nearly 11 million innocent victims. It is essential to explore the methods and history of the Armenian Genocide to discuss the dangers of denial for other societies. While studying the Holocaust specifically, one must understand the progression of events leading up to state sponsored annihilation and the necessity of bystander behavior who allow discrimination to eventually become a government policy of murder. This begins with an examination into the Great Depression in Germany, the Rise of the Third Reich and the institution of scapegoating and classification in Germany. Progressing from rhetoric to violence, we explore the transition from spoken word to propaganda to instances of violence to state sponsored mass murder.

Transfer

Students will be able to independently use their learning to understand the danger of hate and how to see early warning signs of genocidal behavior.

Meaning

Understandings

Students will understand...

- the Armenian genocide and its continued denial in today's society
- the Armenian Genocide as a blue print for the Holocaust

- the factors that allowed the Nazis to gain power in Germany
- Jewish life in Europe prior to the Holocaust
- Nazi ideology, philosophy and policy in the 1930's
- the role of media and propaganda in the Nazi Rise to Power
- escalation from rhetoric to violence under the Third Reich
- living conditions in ghettos and camps with the development of spiritual, armed and passive resistance
- the importance of eyewitness testimony to historical events
- world response and its impact on the outcome of the Holocaust
- the effects of the Holocaust on the International world and its impact on current events
- the effectiveness of NGO's and the search for justice through the Nuremberg Trials

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

- Why do people target each other?
- How did the Holocaust happen?
- How can individuals make a difference against the Nazis?
- Why don't people help each other when they are in need?
- Why didn't the world respond to Armenia or Germany?
- How do people overcome obstacles and dire conditions?
- How can silence be dangerous?
- What could have been done to prevent the Armenian Genocide or the Holocaust?
- How could prevention then change the world today?

Application of Knowledge and Skill

Students will know...

Students will know...

- governmental actions by Turkey in comparison to those of the Nazis in Germany
- key Ottoman terms and Armenian identity
- key events leading up to genocide
- continued denial of the Armenian Genocide
- the political atmosphere in Germany in the 19th and 20th century
- personality traits and other key factors that allowed Adolf Hitler to gain power
- Jewish life in Europe prior to the Holocaust
- Nazi ideology, philosophy and policy appealed to the German public in the 1930's
- the role of media and propaganda in the Nazi Rise to Power
- the Nazi escalation of persecution over time and its eventual development into Mass Murder
- policies, laws and teachings of the Nazis
- the development of concentration camps and the differences between transport, labor and death camps
- which groups were targeted by the Nazis and for what purpose
- living conditions in ghettos and camps with the development of spiritual, armed and passive resistance
- the importance of eyewitness testimony to historical events
- the degradation of human rights under the Nazi regime from 1933-1945
- various forms of resistance before, during and after the Holocaust
- world response and its impact on the outcome of the Holocaust
- first-hand accounts of resistance, rescue and justice
- the effects of the Holocaust on the International world and its impact on current events
- the effectiveness of NGO's and the search for justice through the Nuremberg Trials

Students will be skilled at...

Students will be skilled at...

- relating governmental actions by Turkey in comparison to those of the Nazis in Germany
- defining key Ottoman terms and Armenian identity
- sequencing key events leading up to genocide
- examining continued denial of the Armenian Genocide
- analyzing the political atmosphere in Germany in the 19th and 20th century
- explaining personality traits and other key factors that allowed Adolf Hitler to gain power
- exploring Jewish life in Europe prior to the Holocaust
- determining Nazi ideology, philosophy and policy appealed to the German public in the 1930's
- evaluating the role of media and propaganda in the Nazi Rise to Power
- investigating the Nazi escalation of persecution over time and its eventual development into Mass Murder
- examining policies, laws and teachings of the Nazis
- researching the development of concentration camps and the differences between transport, labor and death camps
- determining which groups were targeted by the Nazis and for what purpose
- correlating living conditions in ghettos and camps with the development of spiritual, armed and passive resistance
- identifying the importance of eyewitness testimony to historical events
- sequencing the degradation of human rights under the Nazi regime from 1933-1945
- defining various forms of resistance before, during and after the Holocaust
- relating world response and its impact on the outcome of the Holocaust
- summarizing first-hand accounts of resistance, rescue and justice
- correlating the effects of the Holocaust on the International world and its impact on current events
- discussing the effectiveness of NGO's and the search for justice through the Nuremberg Trials

Academic Vocabulary

- Ottoman
- Triumverate
- Denial
- gendarmes
- Pan-Turkism
- Zimmi
- Millet
- Nationalism
- Hegemony
- Armenian Apostolic Church
- Weimar Republic
- Third Reich
- NSDAP
- Anti-Semitism
- Deicide
- Treaty of Versailles
- Hyperinflation
- Ideology
- Propaganda
- Aryan
- Concentration Camp
- Labor Camp
- Spiritual Resistance
- Armed Resistance
- Fascism
- Diaspora
- Displacement (Displaced Persons)
- Final Solution
- Fuhrer
- Gestapo
- SS
- Judenrat
- Kristallnacht
- Nuremberg Laws
- Nuremberg Trials
- Pogroms
- Reich
- Revisionist
- Shoah
- Stereotype
- Swatiska
- Synagogue

Students will be able to...

Investigate ways in which the Armenian Genocide became a blue print for the Holocaust

New Jersey Commission on Holocaust Education

Resources <https://www.nj.gov/education/holocaust/curriculum/ArmenianGuide.pdf>

- Investigate ways in which the Armenian Genocide became a blue print for the Holocaust

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work

as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

Target 1: Define Ottoman Key terms and Armenian identity

Define Ottoman Key terms and Armenian identity

- Define Ottoman Key terms and Armenian identity

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
SOC.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and

bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Target 2: Sequence events of the Armenian Genocide and its continued denial

Sequence events of the Armenian Genocide and its continued denial

- Sequence events of the Armenian Genocide and its continued denial

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.A.4.c

Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Target 3: Relate governmental actions by Turkey to those of the Nazis in Germany

Relate governmental actions by Turkey to those of the Nazis in Germany

- Relate governmental actions by Turkey to those of the Nazis in Germany

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.6

Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

SOC.6.1.12.A.11.e

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

SOC.6.1.12.D.11.d

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

SOC.6.2.12.A.4.c

Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

SOC.6.3.12.CS4

Critically analyze information, make ethical judgments, and responsibly address controversial issues.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Learning Goal 2: The Rise of Nazism

Identify issues in German government and society which allowed the Nazis to rise to power

- Identify issues in German government and society which allowed the Nazis to rise to power

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in

unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.

Target 1: Political, Social and Economic Unrest

Define and explain the political, social and economic factors which led to the Rise of Nazism in Germany during the 1920's and 1930's.

- Define and explain the nature of prejudice

SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including

the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

SOC.6.2.12.CS4

A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Target 2: Media and Propaganda

Evaluate the role of media and propaganda in the Nazi Rise to Power

- Evaluate the role of media and propaganda in the Nazi Rise to Power

SOC.6.2.12.D.4.g

Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

Learning Goal 3: From Persecution to Mass Murder

Research ways in which the Nazis transitioned policy from persecution to mass murder.

New Jersey Commission on Holocaust Education Resources - [The Hitler Legacy](#)

- Research ways in which the Nazis transitioned policy from persecution to mass murder.

LA.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

SOC.6.1.12.A.11.e

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

Target 1:

Identify policies, laws and teachings of the Nazis as well as the groups they targeted for persecution

- Identify policies, laws and teachings of the Nazis as well as the groups they targeted for persecution

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Target 2:

Trace the development of ghettos and their eventual liquidation into various types of concentration camps (transport, labor and death camps)

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SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Target 3:

Develop a strategy to overcome Holocaust denial through the importance of survivor testimonies (primary source accounts)

- Develop a strategy to overcome Holocaust denial through the importance of survivor testimonies (primary source accounts)

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Learning Goal 4: Resistance, Rescue and Liberation

Develop a strategy to resist Nazi oppression until liberation and plan for life after the Holocaust

- Develop a strategy to resist Nazi oppression until liberation and plan for life after the Holocaust

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons

and evidence, and between claim(s) and counterclaims.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

	create and communicate knowledge.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

Target 1:

Define and describe various forms of resistance before, during and after the Holocaust

- Define and describe various forms of resistance before, during and after the Holocaust
- | | |
|-------------------|---|
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| SOC.6.1.12.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |
| SOC.6.2.12.D.4.i | Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. |

Target 2:

Correlate the effects of the Holocaust on the International world and its impact on current events

- Correlate the effects of the Holocaust on the International world and its impact on current events
- | | |
|-------------------|---|
| SOC.6.1.12.A.11.e | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. |
| SOC.6.1.12.D.11.e | Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. |
| SOC.6.1.12.D.15.a | Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. |
| SOC.6.2.12.A.4.d | Assess government responses to incidents of ethnic cleansing and genocide. |

Target 3:

Discuss the effectiveness of NGO's and the search for justice through the Nuremberg Trials

- Discuss the effectiveness of NGO's and the search for justice through the Nuremberg Trials
- | | |
|-------------------|--|
| SOC.6.1.12.A.11.e | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. |
| SOC.6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |
| SOC.6.1.12.D.11.e | Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. |
| SOC.6.2.12.C.6.a | Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. |

Summative Assessment

2nd MP Benchmark: Persuasive Writing

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include, but are not limited to, problem-based learning, projects, common assessments and other activities.

21st Century Life and Careers

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|-----------------|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting |

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

- Analyze Primary Sources
- Field Trip

- Multimedia Analysis
- Projects
- *Teachers may select from the above list
- Cooperative Team Study
- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Homework
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

Accommodations/Modifications

Enrichment Opportunities: US History I: College Prep B, College Prep A, Honors, AP

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can

include:

- Escape the Ghetto Project
- Schindler's List Analysis
- Unit Photo Preview
- Terrible Things Allegory Activity

Unit Resources

New Jersey Commission on Holocaust Education (2003). *The Holocaust and Genocide: The Betrayal of Humanity*. [A curriculum guide for grades 9-12]. Trenton, NJ.

Anti-Defamation League (2016). <http://www.adl.org> [multiple resource materials].

Stanton, Dr. Gregory (2016). *The 10 Stages of Genocide*. [Genocide Watch]. <http://genocidewatch.org/genocide/tenstagesofgenocide.html>. Washinton, D.C.

Berenbaum, Michael (2005). *The World Must Know: The History of the the Holocaust as told in the Untied States Holocaust Memorial Museum*. Little Brown and Company. Boston, MA.

"What Would You Do?" ABC. John Quinones. Feb 2008-today.

Facing History and Ourselves Resource Database (www.facinghistory.org)

New Jersey Commission on Holocaust Education Resources -
<https://www.nj.gov/education/holocaust/curriculum/>

Interdisciplinary Connections
