5/6 G&T Unit A2: The Holocaust

Content Area: **Gifted & Talented**
Course(s):
Time Period: **MP2**
Length: **30 days**
Status: **Published**

NJSLS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Rationale and Transfer Goals

Students will conduct research related to a challenging historical time period; explore the connection between historical fiction and history; develop creative thinking; and practice comparing and contrasting characters, events, and conflicts.

The Holocaust is a pivotal moment in world history and is therefore an important focus of study for students coming of age. Learning about this difficult subject matter in a supported, structured environment that encourages deep, reflective thought will give students a roadmap for future academic and personal endeavors.

Enduring Understandings

Through reading Jane Yolen's, The Devil's Arithmetic, students will gain appreciation for the importance of cultural and family traditions. Students will acquire an understanding of the value of bearing witness. Students will do background research to familiarize themselves with the Yiddish language and the plight of the Jews during the World War II era. Students will be exposed to atrocities and horrors of the Holocaust. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.

Essential Questions

What can we learn from history?

How is historical fiction useful in learning about real events from the past?

What makes a character in a novel change?

How does the theme “work sets you free” relate to the novel?

Why is it important to study the past?

How do authors use word choice to impact the plot?

How is conflict resolved?

Content - What will students know?

- Students will learn about the Holocaust, the Jewish religion, the historical persecution of “others” and the culture and climate of pre-war and World War II Europe.
- Students will learn literary analysis, story mapping, characterization.
- Students will conduct research, compare and contrast, and identify stereotypes.
- Students will understand the importance of dialect and word choice.

Skills - What will students be able to do?

- Students will retell key events.
- Create vocabulary maps, interpret and draw geographically-sound maps.
- Create venn diagrams.
- Participate in group discussions.
- Sequence events.
- Connect historical facts to the fictional text.

Activities - How will we teach the content and skills?

- Independent reading
- Small group reading
- Whole class discussion
- Small group discussion
- Collaborative writing
- Independent research
- Writing/journaling
- Socratic Seminar

Evidence/Assessments - How will we know what students have learned?

- Students will produce several examples of thoughtful, well-researched work in forms of their choosing.
- Students will present their work aloud in class.

Key Resources

The Devil's Arithmetic by Jane Yolen

https://www.ushmm.org/teach/teaching-materials

https://www.learningforjustice.org/topics/religion

21st Century Life and Careers

9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Career Readiness, Life Literacies, & Key Skills

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections/Companion Standards

LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)