

# K-1 Holocaust: Acceptance Always

Content Area: **Social Studies**  
Course(s): **Social Studies Grade K, Social Studies Grade 1**  
Time Period: **Full Year**  
Length: **14 days**  
Status: **Published**

## NJSLS - Social Studies

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SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

## Rationale & Transfer Goals

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Students will begin to gain an understanding of concepts such as prejudice and acceptance. Students will examine key issues regarding individual responsibility in classroom setting as well as in community. Students will think about the use and abuse of power, and the rights of individuals. To understand that the Holocaust was not an accident in history; nor was it inevitable. It happened because individuals, groups, and governments made choices to allow prejudice, discrimination, hatred, and violence to occur.

## Enduring Understandings

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- Students will understand that accepting differences and being accepting of others is important in a global society.
- Students will examine different ways to stand up to prejudice and bullying.

## Essential Questions

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- Why is it important to be accepting of others who are different from you?
- How can children stand up against prejudice and bullying?

### **Content - What students will know**

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- Prejudice
- Acceptance

### **Skills - What students will be able to do**

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- Students will be able to retell the plots of fictional stories. (Lower order)
- Students will be able to analyze themes in literature, including acceptance, friendship, and open-mindedness. (Higher order)
- Students will be able to write about and illustrate key themes of literature as they apply to their own lives. (Higher order)

### **Instructional Activities - How we teach content and skills**

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- Key terms should be displayed on Smartboard, word wall, poster, or board. (Representation)\*
- Teacher (T) calls students (Ss) to rug or other read-aloud area.
- T: "Have you ever met someone who was different in some way from you? What was it like?" (Students will discuss their experiences. T will probe responses and steer discussion toward the central ideas that will be addressed in the lesson: to accept and respect others, regardless of our differences.)
- T reads the story, pausing at key points to ask students to retell what happened; predict what will happen next; describe how they would feel if they were the character; etc.
- At the conclusion of the story, Tasks: "What lessons can we learn from the story? How can we apply these lessons to our own lives?" (Ss will brainstorm / T will lead discussion: when we meet a new person, we can ask about common interests and/or differences, we should show respect, be kind, share, etc. We should not judge a person for looking different, we are all the same inside, give people a chance, etc.)
- T shows and explains each part (title, column titles, blank columns) of a T-chart, titled "Acceptance Always: Meeting Someone Who is Different from You," with one side headed "We should... " and one side headed "We should not... "
- T: When you meet someone who looks or acts or believes differently from you in some way, what should you do? What should you not do? (Ss will brainstorm answers for each side of the T-chart - see responses in #5)
- T records all Ss' answers on T-chart.

- T shows paper strips with vocabulary words, prejudice and acceptance, written on each one.
- T defines the vocabulary words using age appropriate definitions: prejudice (judging people before you know them) and acceptance (liking others the way they are). T writes definitions on board/Smartboard, adds word strips to chart under the appropriate columns with the students' guidance. (Representation )\*
- T: "Does anyone think they could act out one of our examples of what we should do?" (A few Ss, in pairs, will act out two or three examples. T will guide their role play so that it reinforces the lesson focus.) (Action and Expression, Engagement )\*
- T: "We now have a great list of WHAT we should do when we meet someone who is different from us. Now I have a harder question for you: WHY should we do these things? Think for a moment (pause). Turn to your partner and share WHY you think we should do these things when we meet someone who is different from us?" (Ss will engage in Think-Pair-Share activity. Student responses may include: we should do this because we want friends, we want to be nice people, we want to treat others as we would like to be treated, we want others to treat us nicely etc.). (Action and Expression, Engagement)\*
- Tasks a few Ss to share WHY we should do these things.
- T: "Now we will be working together as a class to create and publish a guidebook about meeting new people! Each of you will draw a picture and write one sentence that begins [write this on board]: When I meet someone new who is different from me, I "
- Ss return to their desks I tables.
- T hands out book page handout, or sends an electronic file to student's digital devices, explains how to complete the illustration and written parts of the assignment. (Representation )\*
- Ss complete book page. T circulates to check for comprehension.
- If time, T allows Ss to present their work to the class or to their groups.
- Afterwards, T places S book pages (or print outs) in plastic sheets, places plastic sheets in binder, and adds the class book to the classroom library.

### **Evidence/Assessment - How we know students have learned**

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- Comprehension check during read aloud
- Participation in T-chart creation
- Participation in Think-Pair-Share activity
- Class book pages

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Students should be familiar with basic literary terms about fictional	Plot, Problem, Character, Setting and Theme	

narratives, such as: plot, problem, character, setting, theme		
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## Key Resources

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- Word wall or other mechanism (e.g. Smartboard) to display key terms above (Representation )\*
- Sentence strips with vocabulary words, prejudice (on one) and acceptance (on the other)
- Handout\*\*: T-chart (use projector to project, or redraw on poster paper or board), titled "Acceptance Always" (Representation)\*
- Handout\*\*: Class book template
- Crayons
- Pencils
- Digital Devices (e.g. tablet, laptop, smartphone, etc.) (Representation, Engagement, Action and Expression)\*
- Plastic protector sheets for paper
- Small binder

## 21st Century Life & Careers

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WRK.9.1.2.CAP.2

Explain why employers are willing to pay individuals to work.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CT.1

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

TECH.9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).