

# 2-3 Holocaust: Quotes & Questions

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 2, Social Studies Grade 3**  
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 gain an understanding of concepts such as conflict resolution, decision making, and justice. Students will reflect on the role and responsibilities of individuals, and groups dealing with human rights violations to hopefully become sensitized to inhumanity and suffering.

## Enduring Understandings

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- People are motivated by dreams, goals, and values with their behavior towards others, and when making decisions.
- Having dreams and goals that are helpful and inclusive of others can make a positive difference in the world.

## Essential Questions

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- What dreams, goals, and values drive people to make a positive difference in the world?
- What dreams, goals, and values can inspire us as children and in the future, to make a positive difference in the world?

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

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- Change
- Difference
- Quote /Quotation
- Inspire /Inspirational

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

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- Students will be able to retell the meanings of social activists' quotations about making change in the world.
- Students will be able to analyze how social activists used figurative and descriptive language to emphasize themes about making change in the world.
- Students will be able to write creative paragraphs that apply historical excerpts to their own lives.

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

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- Teacher (T): We have studied and heard throughout our lives about people who have made a big, positive difference in the world. Who can name some of the people we know of in history and today who have made a big, positive difference in the world? (Student responses may include leaders such as Dr. Martin Luther King Jr., Harriet Tubman, Rosa Parks, Cesar Chavez, Susan B. Anthony, Nelson Mandela, and many others, depending on their previous studies. T may probe further, asking, "How did he/she change the world?")
- T: These are all great examples of people who wanted to change the world, and did it! We can be inspired by them to make a difference, ourselves!
- T: Each day, we will be reading a quotation from one person who changed the world in a positive way, people like the men and women you mentioned.
- T: What is a quotation? (Ss should be guided to respond, it is a short, meaningful, famous statement.)
- T: Why do you think people like to read what people like King, Mandela, Anthony and others said about making a difference in the world? (Ss should be guided to respond: we can learn important lessons about how to make change; we can be inspired by their successes; we can learn from their experiences and apply them to our lives .)
- T: We will read the quotation very closely, you will copy the quote in your journal, and we will talk about what it means together. Pay close attention during our discussion, because after our discussion, you will answer two questions in your writing journals: "What does the quote mean?" - you will explain the quote in your own words. This will be 2-3 sentences. And "How can I relate something in my life to this quote?" - you will tell a story about a time when you felt or experienced something the

way the person did. This will also be 2-3 sentences. You will write 4-6 sentences total.

- T distributes Quotes and Questions directions sheet. T: Place or save this sheet in your folder/glue this sheet to the inside cover of your journal so that you can refer to the directions. By the end of the year, we will have a journal full of inspirational quotes by inspirational people, along with your own, personal reflections on how they inspire you!
- Ss glue sheet to inside cover of journal, or place/save in writing folder, depending on the practice of the class and the use of digital devices. (Engagement, Action and Expression)\*
- For each quote (one quote per day/activity): Follow the directions on the handout, and as described in #6. In short: Read quote, lead students in retelling quote in their own words, lead students in brainstorming ways the quote might relate to their own lives. If time, T can describe a bit or show a video about the life of the quoted person. (Representation)\*
- For the first few times completing the activity, T should model the writing on the board or SmartBoard.

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

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- Comprehension questions during discussion
- Journal entries

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Students should have experience with writing 4-6 sentences at one sitting, though the written assignment can be split up or made shorter if needed. (Action and Expression)*	Narrative writing skills Use of appropriate vocabulary	

### **Key Resources**

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- Quotation list\*\* (for teacher)
- Handout: Quote Journal Entry Directions\*\*
- Writing paper
- Journals (Journals - composition books or one-subject notebooks - are recommended), or digital device (e.g. laptop, tablet, smartphone, etc.) (Action and Expression)
- Pencils

## **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).