| ***Unit: Holocaust***  ***30 days*** | | | | | |
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| **Targeted Standards** (Write the overall CCSS or NJCCCS standards that are most applicable to this unit. For math, note major clusters).   * RH 1 Read closely to determine what the text says explicitly and to make logical references from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. * WHST 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. * SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | |
| **Rationale and Transfer Goals** :  Students in this Unit will be learning the facts and effects of the Holocaust on Greece and the world during World War 2. The experiences during the long and torturous Nazi occupation were brutal and unique. Conditions imposed on innocent civilians by invading forces led to unprecedented death and devastation. The information and content of this unit will help prepare our students with a more clear understanding of the horrors of war and the virtues of righteousness. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Students will be able to demonstrate knowledge of the timeline and major events of the Holocaust in Greece. * Students will be able to describe the fate of the Jewish population in Greece. * Students will explain the role of the Greek non-Jews as victims, collaborators, resistance fighters and rescuers. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   * Why did some people choose to be bystanders and/or collaborators while others chose to become upstanders and rescuers? * What dangers and threats did those who became resistors and rescuers face from the perpetrators and collaborators? * How are the resistors and rescuers being remembered and memorialized for their courage and humanity? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| **Resistance Fighter**: An underground organization engaged in a struggle for national liberation in a country under military or totalitarian occupation.  **Collaborator**: One who cooperates, usually willingly, with an enemy nation, especially with an enemy occupying one's country.  **Deported:** One who was taken from his/her normal place of residence to one of the camps or ghettos. There were literally thousands of camps varying in size, location, and purpose and prisoners frequently were moved from one camp to another. Although the extermination camps (killing centers) are perhaps most notorious and well known for their murderous operations, many died in the other camps also as a result of starvation, medical experiments, forced labor, and other cruel, inhumane treatments.  **Upstander:** One who speaks out and takes action in protest and in defense of person(s) or group(s) who are being harassed, persecuted, and generally victimized by another person, group, or government. One who stands up for what is good in the face of evil. | Explain how and why religious figures and civic officials assumed leadership roles in speaking out regarding Nazi actions against the Greek Jews. Provide an example.  Make a chart or drawing or write an essay that draws upon the contributions of Greece to Western civilization that also supports the Greek idea of a strong spirit of independence as well as a strong sense of civic and community responsibility. The chart, drawing, or essay should illustrate the connection between the concepts.  Write a paragraph explaining and defending the importance of upstanders in all levels of society from a friendship to a family all the way to the international world. Describe a situation in which an upstander at a school or neighborhood level can be an important and decisive factor in correcting a bad situation and/or a threatening person or group. | | Students will study the fate of the Jewish population in Greece and it will be a prelude to the remaining topics.  Using the Triple Occupation of Greece Map and the online exhibit from U.S. Holocaust Museum-The Holocaust in Greece. http://www.ushmm.org/museum/exhibit/online/greece/nonflash/eng/intro.htm  Have the students note the population of the eight major Greek cities having Jewish communities. The population of Thessaloniki was 53,000. It is not listed on exhibit. Further, have them note the number of Greek-Jews that were deported. Using the analogy of your school population and or town population, discuss with the students the sheer devastation of the amount of Greek-Jews that were deported.  Students will study the role of the Greek non-Jews as victims, collaborators, resistance fighters and rescuers.  Distribute copies of the readings to the students. The students may read independently or the class may be divided into small groups to share the responsibility to read aloud within the group. (If the teacher prefers, the readings may be assigned for homework in preparation for class discussion/other activities.)  Define and discuss the meaning of the terms victims, collaborators, resistance fighters, rescuer, bystander, and upstander. Discuss the terms in reference to “courage” and “honor”. Which terms do the students associate with courage and honor? Have them explain their choice(s). How do they feel about people they read about or heard about who have behaved as upstanders? How do they feel about collaborators and perpetrators? What descriptive terms would they associate with collaborators and perpetrators? Which would you want to be if it was your nation/home being invaded? Explain your response. Student responses may be part of a discussion or brief individual written paragraphs.  Students will read about examples of Greek resistance and learn about some of the leaders in the resistance efforts.  Define heroic behavior by examining the character traits of those who risked their own lives to rescue others during the Greek-Jewish Holocaust by reading one or more of the following listed below. (Note: The teacher may choose to divide the readings among groups of students and have the students share their reactions in a class discussion or essay. See the general readings and the supplemental readings. Include the short descriptions in the Extension Activities also.)  Ask students to define the terms “hero” and “heroic”. How are these terms often inappropriately applied in today’s common use of the terms? Why do the students think this occurs? Ask for some examples of individuals and behaviors that are true modern day examples of “hero” and “heroic”. Does the individual and/or behavior fit the definition of hero and heroic developed by the class? By a dictionary definition?  Have student’s select two individuals from the readings for this lesson that they would consider as heroes or provide specific examples of what they would consider heroic actions. (Include individuals and actions in Activities/Procedures, Supplemental Readings, and Extension Activities.) Briefly explain why they think each is a good example of the true meaning of the term(s). (This may be a brief written assignment or a part of large or small group discussion.) | | Explain how and why religious figures and civic officials assumed leadership roles in speaking out regarding Nazi actions against the Greek Jews. Provide an example.  Make a chart or drawing or write an essay that draws upon the contributions of Greece to Western civilization that also supports the Greek idea of a strong spirit of independence as well as a strong sense of civic and community responsibility. The chart, drawing, or essay should illustrate the connection between the concepts.  Write a paragraph explaining and defending the importance of upstanders in all levels of society from a friendship to a family all the way to the international world. Describe a situation in which an upstander at a school or neighborhood level can be an important and decisive factor in correcting a bad situation and/or a threatening person or group.  [Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Hate, Genocide, & Racism | | Colonization of American Colonies  Native Americans  Slavery and Civil Rights | | Discussion  Class Lecture  Terms and Definitions  Class readings | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?   * Uses effective communication and collaboration skills and resources to interact with a global society. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * Access to the Internet for readings, maps, and other information * Maps and timeline (information included as part of lesson materials; also see Resources) * Copies of readings provided for students | | | | | |
| **Interdisciplinary Connections:**  **Art:** Analyze 9/11 political cartoons  **English:** Research and write an oral history  **Math:** Review statistics from holocausts and terrorism  **Geography:** Examine maps of locations of holocausts and acts of terrorism  **Technology:** Research a holocaust; Research a modern terrorism event  **Technology:** turnitin.com  **Film:** *Escape From Sobibor*  *The Killing Fields: The Laramie Project* (one part)  *9/11: In Memoriam*  *Taking Chance*  *When the Levees Failed*  **You Tube Videos: (suggested)**  1972 Munich Olympics - 1972 Lockerbie Bombing - 1989 World Trade Center Bombing – 1993 Oklahoma City Bombing - 1995 George W. Bush Bullhorn video - 2011 | | | | | |

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