

Course Title – Literature of the Holocaust

Implement start year – 2015-2016

Revision Committee Members, email, extension –

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Unit # 1, topic – Foundations of the Holocaust

Transfer Goal –

Students will be able to independently use their learning to inform others about the Holocaust and advocate for becoming an up-stander.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

CCSS.ELA-Literacy.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.W.11-12.1.b
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Themes
(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

<p>CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> self-awareness is key to understanding and eliminating our own prejudices. <p><i>EU 2</i></p> <ul style="list-style-type: none"> humanity has a responsibility to curtail prejudice in all forms. <p><i>EU 3</i></p> <ul style="list-style-type: none"> government propaganda can strongly and easily influence public opinion <p><i>EU 4</i></p> <ul style="list-style-type: none"> stereotypes and prejudices are the first steps on a continuum. <p><i>EU 5</i></p> <ul style="list-style-type: none"> there is a dangerous connection between a potential dictator and a suppressed population. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Why do people stereotype? <p><i>EU 2</i></p> <ul style="list-style-type: none"> What should we do to stop bias and promote equality? <p><i>EU 3</i></p> <ul style="list-style-type: none"> How did the Nazis use propaganda? How does government propaganda influence public opinion? <p><i>EU 4</i></p> <ul style="list-style-type: none"> What are the degrees between stereotyping and dehumanization, and how do they apply to the Holocaust? <p><i>EU5</i></p> <ul style="list-style-type: none"> How did Hitler's rise to power lead to WWII and the Final Solution?

Knowledge:

Students will know . . .

EU 1

- the methods and language used to promote bias
- how stereotypes are reinforced and why they perpetuate
- the source of stereotypes

EU 2

- that racial slurs and ethnic jokes are stepping stones to more serious consequences.
- strategies for challenging injustice.

EU 3

- Nazi propaganda techniques

EU 4

- key terms related to genocide and the Holocaust
- the Continuum of genocide
- the holocaust timeline of events

EU 5

- the sequence of events in Germany immediately following Hitler’s rise to power and leading to the Final Solution.

Skills:

Students will be able to . . .

EU 1

- assess their own prejudices.
- determine how stereotypes are formed.
- identify specific language that reinforces stereotypes.

EU 2

- employ strategies that lead to becoming an “up-stander” (an individual who challenges injustice).

EU 3

- analyze the government propaganda
- analyze propaganda in Nazi children’s literature.

EU 4

- define key terms.
- compare Hitler’s actions to the genocide continuum

EU 5

- enumerate the timeline of events that led to WWII and the Final Solution.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quiz on Holocaust timeline
- Quiz on important terms and key players in the Holocaust.

- Tests on reading materials and movies
- Class discussions
- Evaluate (in discussion or writing) how discrimination is taught or learned.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- View films such as *Crash*, *Swing Kids*, and *Eye of the Storm* (Jane Elliot video--blue eyes/brown eyes experiment). (A, M)
- Rank characters (in discussion and/or on graphic organizer) from film such as *Crash* based on who is most and least offensive. (M)
- Discuss characters from film such as *Crash* and their abilities to change. (M)
- Evaluate (in discussion or writing) how discrimination is taught or learned. (M)
- Group carousel examining present-day stereotypes (senior citizens, teenagers, races, high school stereotypes, etc.) (A, M)
- Read texts such as *We Remember the Holocaust* and selected chapters from *The World Must Know*. (A, M)
- Take notes about genocide continuum. (A)
- View children's literature the Nazis created to insure that young people feared and hated Jews. (A,M)
- Perfect 10 assignment on characters in *Swing Kids*, evaluating what propaganda techniques were used to get them to join the Hitler Youth. (M/T)