

Course Title – Literature of the Holocaust

Implement start year – 2015-2016

Revision Committee Members, email, extension –

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Unit # 2, topic – Calculated Genocide

Transfer Goal –

Students will be able to independently use their learning to speak out against injustice.

Stage 1 – Desired Results

Established Goals

CCSS.ELA-Literacy.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.SL.11-12.1.a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.11-12.1.b
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-Literacy.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of

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>each source and noting any discrepancies among the data.</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"> • a government-controlled belief system such as the Nazis' can bring great harm to its citizens. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • belief in the concept of a select race leads to persecution of minorities. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • personal narratives of survivors are essential to bear witness to what happened in the ghettos and camps. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • genocides are carefully calculated through dictatorships, through propaganda, and through dehumanization of citizens. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do totalitarian regimes gain and maintain control over their citizens? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How did the concept of a superior race affect German society and lead to aggression? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What can we learn about human nature through personal narratives? • What can we learn about the ghettos and camps through personal narratives? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do genocides occur?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the philosophies and the values of totalitarian regimes degrees of oppression within totalitarian governments. <p><i>EU 2</i></p> <ul style="list-style-type: none"> how the concept of a superior race determined laws and persuaded the public to follow them. <p><i>EU 3</i></p> <ul style="list-style-type: none"> details of eyewitness accounts about the series of events that led to eventual extermination. <p><i>EU 4</i></p> <ul style="list-style-type: none"> how the Final Solution was conceived, developed, and implemented. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> connect the core beliefs of the Nazis and their major leaders (such as Goring, Goebbels, Heydrich) to their control in Germany and oppression of their citizens. <p><i>EU 2</i></p> <ul style="list-style-type: none"> delineate the science of superior race. connect the science to Nazi core beliefs. <p><i>EU 3</i></p> <ul style="list-style-type: none"> examine personal experiences and struggles and draw conclusions about human nature. <p><i>EU 4</i></p> <ul style="list-style-type: none"> outline the events from the concept of the Final Solution at the Wannsee Conference to the gas chambers.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p>	

- Class discussions
- Quizzes on films such as *The Pianist*, *The Last Days*, *The Boy in the Striped Pajamas*, *Schindler's List*.
- Quizzes on reading selections such as *Parallel Journeys* (Ayer), "The Sunflower" (Wiesenthal), *Maus I* (Spiegelman), *Man's Search for Meaning* (Frankl), *All Buy My Life* (Klein), *Friedrich* (Richter), *Daniel Half Human* (Chotjewitz), *The Devil's Arithmetic* (Yolen).
- Essays on films and reading selections.
- RAFT assignment on books and/or films.
- "Menu" writing assignment.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* 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.

- Read Holocaust narratives, such as *Parallel Journeys* (Ayer), "The Sunflower" (Wiesenthal), *Maus I* (Spiegelman), *Man's Search for Meaning* (Frankl), *All Buy My Life* (Klein), *Friedrich* (Richter), *Daniel Half Human* (Chotjewitz), *The Devil's Arithmetic* (Yolen). (A, M)
- Select and read a Holocaust book for outside reading assignment. (A, M)
- Create a poster that highlights selected novel. (A, M)
- Create and deliver presentation to class. (A, M)
- Take notes and maintain interactive notebook. (A, M)
- Write journal entries in response to reading selections and films. (A, M)
- View Holocaust films, such as *The Pianist*, *The Last Days*, *The Boy in the Striped Pajamas*, *Schindler's List*. (A, M)
- Write a movie review. (M)
- Perform mock interview while playing the roles of major leaders in the Holocaust. (M)
- Visit Holocaust museum in Washington, D.C. (A, M)

