

Course Title – Literature of the Holocaust

Implement start year – 2015-2016

Revision Committee Members, email, extension –

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Unit # 3, topic – Aftermath of the Holocaust

Transfer Goal –

Students will be able to independently use their learning to connect the Holocaust to human rights issues today.

Stage 1 – Desired Results

Established Goals

CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
CCSS.ELA-Literacy.W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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:

| | |
|--|---|
| | <input checked="" type="checkbox"/> Flexibility and Adaptability <input 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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • even under extreme circumstances, the human spirit will find ways to resist oppression. • resistance is not always successful. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the discovery of the Nazi atrocities led to legal and sociological changes around the world. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • hate groups exist and flourish today due to constitutional protection and media accessibility. | <p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do victims resist oppression? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What short and long-term effects did the discovery of Nazi atrocities have on the world? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What responsibility do we have to protect and/or prevent hate groups? |
| <p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the various countries, groups, and individuals who resisted during the Holocaust. • the methods of resistance <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how camps were liberated. • long-term effects of the Holocaust on survivors and their families. • long-term effects of the Holocaust on international policy. | <p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify different methods of resistance by both victims and allies. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • explain how camps were liberated. • describe long-term effects of the Holocaust on survivors, their families, and international policy. |

EU 3

- hate groups that exist today in the U.S..
- the freedoms set forth in the U.S. Constitution.
- deniers/revisionists of the Holocaust exist today.

EU 3

- classify hate groups today by ideology, groups, and individuals.
- argue the constitutionality of allowing hate groups to exist.

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.*

- writing assignments on novels and movies. (See examples in learning plan),
- quizzes and tests on *Maus II* and *Night*.

- class discussion

- an original poem accompanied by a piece of art based on some aspect of the Holocaust

- final assessment

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 texts such as *Maus II*, *Night*, and *Rescue in Denmark*. (A, M)
- View films such as *Escape from Sobibor*, *Defiance*, and *Miracle at Midnight*. (A, M)
- Complete a 'perfect 10' assignment on the movie. (M, T)
- Complete a graphic organizer on novels and movies. (M)
- View excerpt from series, *Band of Brothers*. (A, M)
- Poetry unit- read a variety of poems written during/about the Holocaust. (A, M)
- Write an original poem combined with a related piece of art work based on a specific theme of the Holocaust. (T)
- Reading: 'Nuremberg trials.' (A, M)
- Complete an internet research project on hate groups today. (A, M)