

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Holocaust and Genocide Course Syllabus

Updated: August 2023

### Course Overview:

*Throughout this semester long course, students will examine why and how Genocide happens with a special focus on the Holocaust. Themes explored will include the psychology of hate and stereotyping, the balance of power between individuals and their governments, antisemitism, the rise of the hate groups, warning signs of genocide, the mechanics of murder, resistance, remembrance, and how students can take an active role in stopping the spread of hate and developing media literacy. Although the course will use the Holocaust as our primary case study, students will also learn about and interact with genocides across the globe such as the genocide of Indigenous Americans, and the genocides in Rwanda and Cambodia. The course strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities."*

*Class time will involve teacher-guided lectures, discussions, collaborative learning activities, problem solving activities, writing activities, creative projects, and ties to the modern day through examination of current events. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills, time management, and public speaking.*

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

### Course Content and Outline:

Chapter Names	Topics	Timeline
<b>Chapter 1:</b> The Psychology of Hate/Intro to Genocide	<ol style="list-style-type: none"><li>1. Why do people hate?</li><li>2. How does individual hate turn into Governmental policy and Genocides?</li><li>3. Defining Genocide</li></ol>	<ul style="list-style-type: none"><li>• Unit 1/MP 1</li></ul>
<b>Chapter 2:</b> Introduction to the Holocaust/Rise of the Nazis (1918-1939)	<ol style="list-style-type: none"><li>1. Defining the Holocaust</li><li>2. Versailles and Weimar</li><li>3. Propaganda, Education, and Radicalization</li><li>4. Rise of the Nazis</li><li>5. Kristallnacht &amp; Violent Persecution Begins</li></ol>	<ul style="list-style-type: none"><li>• Unit 1/ MP1</li></ul>
<b>Chapter 3:</b> The Holocaust, Resistance, and Remembrance (1939 - Present)	<ol style="list-style-type: none"><li>1. Genocide and War</li><li>2. Ghettoization and Resistance</li><li>3. The Nazi Camp System - Perpetrators, Victims, and</li></ol>	<ul style="list-style-type: none"><li>• Unit 2/MP 2</li></ul>

	Bystanders 4. Denazification	
<b>Chapter 4:</b> Other Genocides	1. Rowandan Genocide 2. Cambodian Genocide 3. Armenian Genocide 4. Darfour Genocide	<ul style="list-style-type: none"> <li>Unit 2/MP 2</li> </ul>

### **Course Expectations and Skills:**

1. Develop literacy in civics as it is reflected in the relationship between individuals and their governments.
2. Actively engage in studying current worldly events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.

### **Materials Needed:**

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

### **Grading Scale:**

- Students will earn their grades based on the following categories of assignments:
  - Major Assessments: **35%**
  - Minor Assessments: **25%**
  - Classwork/Participation: **40%**

### **Teacher Information:**

TBA

# Black Horse Pike Regional School District

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## Holocaust and Genocide Unit # 1

### Unit Title: Genocide - Why and How

Updated: August 2023

#### Unit Overview:

*This unit is designed to teach students that there is a continuum from internalized feelings of hate to the act of genocide. Chapter 1, The Psychology of Hate and Introduction to Genocide, focuses on building a foundation in basic psychology which allows the student to understand how he or she interacts with members in their community and by extension how feelings develop about people who are outside of their community. Governments are the community at large and the views of leaders of government will determine policy that impacts those in and out of the community. Furthermore, students will explore the psychology behind the emotions of hate, and discuss how feelings of hate for particular groups can lead to polarization and isolation. Chapter 2, Introduction to the Holocaust and the Rise of the Nazis, focuses on Nazi Germany as a case study of the psychological knowledge constructed during chapter 1 of the course, building on that foundation by examining how the Nazis harnessed the political and social discontent of Weimar Germany following WWI to create conditions in which a genocide could happen. Students will analyze radicalization tactics, propaganda, and how a seemingly 'civilized' society could commit some of the most depraved and violent acts in world history.*

#### Essential Questions

#### Enduring Understandings

##### Chapter 1: The Psychology of Hate/Intro to Genocide

1. Where does hate begin?
2. What is the nature of humans?
3. What is power?
4. Is conflict between cultures inevitable?
5. How do governments and individuals interact?
6. Can one individual make a difference?

##### Chapter 2: Introduction to the Holocaust/Rise of the Nazis

1. What is the Holocaust?
2. How did the end of WWI and the Treaty of Versailles lead to the fall of the Weimar Republic?
3. How did the Nazis use the legal system in Germany to catapult their rise to power?
4. Why did people choose to vote for the Nazis in the 1930s, and why do people vote for specific political parties today?
5. How did the Nazis harness the existing

##### Chapter 1: The Psychology of Hate/Intro to Genocide

1. There are many different start points on hate depending on the situation and the person.
2. People will generally hold an attitude in which they have "learned" throughout their lives.
3. Power is when one person or group holds influence over others.
4. Conflict between cultures can create an us versus them attitude on an individual and group scale.
5. Governments have the ability to amplify and bring to the forefront attitudes of their people.
6. One individual, if they have enough power, can make a difference on others.

##### Chapter 2: Introduction to the Holocaust/Rise of the Nazis

1. The Holocaust was the state-sponsored, systematic murder of European Jews and other groups (Roma/Sinti, LGBTQ+, Disabled, Black, etc,...) by the Nazi Party

contempt for Jewish people among Germans to proliferate and expand anti-Jewish propaganda?

6. How did the Nuremberg Laws redefine what it meant to be Jewish and open the door to the harassment of Jewish people in Germany?
7. To what extent did the concept of *Lebensraum* allow for the rise of the Nazis, and later, the Holocaust?
8. How did *Kristallnacht* signal the start of a new phase of the Holocaust?
9. How and why were groups other than the Jews targeted by the Nazis?

from roughly 1933 to 1945.

2. The Treaty of Versailles disproportionately targeted and punished Germany, resulting in catastrophic economic, military, and societal problems in the Weimar republic which gave rise to discontent and opened the door to new, more aggressive leadership.
3. The Nazis gained power in Germany through completely legal and legitimate means including canvassing, propaganda, and the electoral system.
4. People in the 1930s and today vote for political parties because those parties promise to solve the problems of the day including economic, military, and societal problems.
5. The Nazis published mass amounts of Anti-Jewish (and other groups) propaganda to rile support for the Nazi party and incite hatred against targeted groups.
6. The Nuremberg Laws created strict guidelines on who was and was not Jewish based on parentage, and created an environment where Jews were segregated from the rest of society by law, making dehumanization of the Jews more palatable to German civilians.
7. *Lebensraum* was a nationalist belief held by the Nazi party which stated that the German state/people should expand in territory and population in effort to push out less desirable races and nationalities, normalizing the racialization of Germany's "enemies."
8. *Kristallnacht* was the first act of widespread state-sanctioned violence against Germany's Jewish population, marking the beginning of the deadly phase of the Holocaust.
9. Other groups such as the Roma/Sinti, LGBTQ+, Disabled, and more were targeted through propaganda campaigns and murdered because they were considered racially poor.

### Vocabulary (Key Terms) - Tier 2 and 3

**Tier 2:** Bias, bigotry, caricature, communism, crimes, dehumanization, dictator, disability, discrimination, economic, ethnicity, ethnocentrism, fascism, harassment, holocaust, humanity, identity, ideology, indoctrination, inequality, media literacy, national, political, poverty, psychology, religious, Roma/Sinti, segregation, sexuality, social, tolerance

**Tier 3:** Aktion T4, Anschluss, antisemitism, appeasement, aryan, authoritarian, Beer Hall Putsch, Bill of Rights, book burnings, Christianity, darwinism, demagogue, diktat, discrimination, Enabling Act, Fuhrer, Holocaust, Jehova Witnesses, Nazi, oppression, partisans, prejudice, propaganda, race, racialization, racism, reichsmark, Reichstag Fire, rights, segregation, sexism, Stab in the Back, Storm Troopers, stereotype, supremacy, swastika, Synagogue, Synod, Treaty of Versailles, Ubermensch,

**Unit Learning Targets/Goals/Outcomes:**

Learning Target	NJSL -Social Studies	CCSS
<p><b>Chapter 1: The Psychology of Hate/Intro to Genocide</b></p> <ol style="list-style-type: none"> <li>1. Recognize the human tendency to create ingroups and outgroups and the consequences of that behavior for a society's universe of obligation.</li> <li>2. Investigate the Universe of Obligation and relate it to the Psychology of Hate</li> <li>3. Discuss Social Psychological phenomenon such as conformity, obedience, and other social constructs that effect people's behavior.</li> <li>4. Determine when a person is most susceptible to feelings of hate.</li> <li>5. Discuss the reasons why certain governments would find the fanning of hate in their community would be advantageous.</li> <li>6. Correlate the theories of governments to the manipulation of individuals.</li> </ol> <p><b>Chapter 2: Introduction to the Holocaust/Rise of the Nazis</b></p> <ol style="list-style-type: none"> <li>7. Define the Holocaust and Holocaust vocabulary.</li> <li>8. Summarize the extent to which the Treaty of Versailles and the end of WWI contributed to the conditions that allowed for the rise of the Nazi party.</li> <li>9. Determine why German civilians chose to vote for the Nazi party, and what made the Nazi party so popular once they took office.</li> <li>10. Analyze Nazi propaganda and break down what makes propaganda effective.</li> <li>11. Assess the impact of nationalism and racism on Nazi policy and actions before and after <i>Kristallnacht</i>.</li> <li>12. Create a timeline of events leading up to <i>Kristallnacht</i> and construct a narrative of how hate and</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.3.12.CivicsHR.1</li> <li>6.3.12.CivicsPD.1</li> <li>2. 6.2.12.HISTORYCA.12</li> <li>6.2.12.CIVICSHR.1</li> <li>3. 6.2.12.HISTORYCA.12</li> <li>4. 6.2.12.HISTORYCA.12</li> <li>5. 6.2.12.HISTORYCA.12</li> <li>6.2.12.CivicsHR.1</li> <li>6. 6.2.12.HISTORYCA.12</li> <li>7. 6.1.12.CivicsHR.11.a</li> <li>8. 6.1.12.HistoryCC.11.d</li> <li>9. 6.2.12.CivicsHR.4.a</li> <li>10. 6.2.12.CivicsPI.4.b</li> <li>11. 6.2.12.HistoryUP.4.b</li> <li>12. 6.2.12.HistoryUP.4.c</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

prejudice can lead to genocide.		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
8 Stages of Genocide Heroism Socratic Seminar Psych Terms/Behavior Discriminatory Laws Notes on Maslow, Erickson and Kohlberg Notes on Genocide Definitions Notes on Political Theories Notes on Who are the Jews  Folder of Resources Unit 1	Reading: Universe of Obligation Reading: American Nazis and Madison Sq. Garden Reading: Defining Race Reading: The Nature of Man Reading: Trail of Tears Reading: Judenrat Reading: The Butterfly Reading: The Origin of Hatred	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Gilder Lehrman Institute of American History</a></li> <li>• <a href="#">Anti Defamation League</a></li> <li>• <a href="#">Holocaust Museum</a></li> <li>• <a href="#">Remeber.org</a></li> <li>• <a href="#">Echoes and Reflections</a></li> <li>• <a href="#">Facing History</a></li> <li>• <a href="#">FDR Library</a></li> </ul>
<b>List of Accommodations and Modifications</b> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>		

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Major Assessments</li> <li>• Major Projects</li> </ul>

Interdisciplinary Connections
English Language Arts <ul style="list-style-type: none"> <li>• <b>LA.RH.11-12.10</b> [<i>Progress Indicator</i>] - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</li> <li>• <b>LA.RH.11-12.5</b> [<i>Progress Indicator</i>] - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>• <b>LA.RH.11-12.6</b> [<i>Progress Indicator</i>] - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</li> </ul>

- **LA.RH.11-12.1** [*Progress Indicator*] - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **LA.WHST.11-12.4** [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.WHST.11-12.7** [*Progress Indicator*] - 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.

#### Mathematics

- **MA.S-MD.B.5** [*Standard*] - Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

#### Science

- **9-12.HS-LS4-3.LS4.C.2** [*Disciplinary Core Idea*] - Adaptation also means that the distribution of traits in a population can change when conditions change

#### Art

- **MU.K-12.1.3C.12nov.Cn10a** [*Performance Expectation*] - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- **VA.K-2.1.5.2.Cn11** [*Anchor Standard*] - Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding

#### Technology and 21st Century Themes & Skills

- **TECH.8.1.12.A.2** [*Cumulative Progress Indicator*] - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

#### Computer Science

- **CS.K-2.8.1.2.DA.3** [*Performance Expectation*] - Identify and describe patterns in data visualizations.
- **CS.K-2.8.1.2.DA.4** [*Performance Expectation*] - Make predictions based on data using charts or graphs.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

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## Holocaust and Genocide Unit # 2

### Unit Title: The Holocaust and Other Genocides

Updated: August 2023

#### Unit Overview:

*This unit will focus on the mechanics of the Holocaust and other genocides that followed. Students will engage in discussions on the dissonance of “Never Again” while the world community has sat by time and time again while the crime of genocide was committed. We will also discuss how race, class, and nationality changes the world response to genocide. Chapter 3, The Holocaust and Remembrance, will focus on the implementation of mass murder after the events of Kristallnacht. The chapter will open with a focus on genocide as a tool of war, exploring how the Nazis used the invasion of Poland and subsequent war as a cover for many of their genocidal aspirations, including a focus on the Wannsee conference and the “Final Solution”. Our focus will then shift to Ghettoization, the Nazi process of relocating Jews to isolated areas separate from the rest of the population, and how the Jews resisted their dehumanization through art, family, religion, and in some cases through acts of violent resistance. Students will also be encouraged to discuss Nazi Camp System, the mechanics of murder, and the sometimes blurry lines between perpetrators, victims, and bystanders. We will focus on how genocide often leave those involved with “choiceless choices,” which perpetuated the camp system. Chapter 3 will close out with the German surrender at the end of WWII, the liberation of the concentration camps, and how the Allies forced denazification of the Germans following the atrocities of WWII and the Holocaust, focusing on how Germany remembers the Holocaust today. Attention will then be turned to other Genocides in chapter 4, “Never Again” and Genocides beyond the Holocaust. Comparing and contrasting genocides which occurred both before and after the Holocaust will allow the students to find a common pattern of hate and injustice that transcends political and geographic boundaries, and discuss how to identify those patterns within our societies and within ourselves.*

**Essential Questions**

**Enduring Understandings**



### Chapter 3: The Holocaust & Remembrance

1. How did the Nazis utilize the chaos of the Anschluss and WWII to further their goals?
2. Other than Jews, what other groups were targeted by the Nazis?
3. What were the purposes of Ghettos and what occurred in them?
4. How did the Jews and other groups resist Nazi persecution?
5. What was The Final Solution and how did it develop?
6. What was the difference between concentration camps and killing centers?
7. How did the Nazis murder the Jews and other victim groups?
8. Why were concentration camp uprisings few and far between?
9. What was Denazification and was it successful?

### Chapter 4: "Never Again" and Genocides beyond the Holocaust

1. What did the military liberation of the camps reveal?
2. What was the world's response to the treatment of the Jews and other prisoners in the concentration camps?
3. What happened to the Jews that survived the Holocaust?
4. What were the Nuremberg trials and how did they affect international law?
5. What makes a Genocide a genocide?
6. Where else in the world did Genocides occur?
7. How have these other Genocides compared to the Holocaust and each other?
8. How can you say never again and then watch other Genocides occur?

### Chapter 3: The Holocaust & Remembrance

1. The Nazis used the chaos of WWII as a sort of camouflage for the genocide of European Jews - the world had to end WWII before it could begin to deal with the Holocaust. Furthermore, the Nazis were able to dehumanize the Jews as an enemy that would cost Germany the war if not eliminated.
2. The Nazis targeted anyone they perceived as a threat to Aryan racial purity/supremacy. Some of these groups included disabled people, so-called "asocials," Religious minorities, Homosexuals, Black people, political opponents, Slavs, and generally anyone who did not conform to or agree with Nazi ideology.
3. Jews were alienated from the rest of the community using the Nuremberg laws and eventually forced to relocate into ghettos across Nazi-occupied Europe. The vast majority of ghetto inhabitants died from either disease and starvation or after being deported to killing centers in the east.
4. Victims of the Nazis rebelled in various ways, both armed and unarmed. Some resistance tactics included practicing religion, creating art, forging community, refusing to work, and violent revolt. The most famous example of armed rebellion was the Warsaw Uprising, which lasted for 63 days.
5. The Nazi plan to kill all European Jews was known among Nazi officials as "the Final Solution to the Jewish question." The Final Solution was developed during a meeting of top Nazi officials referred to as The Wannsee Conference; though Jews were being targeted for murder prior to the conference.
6. The concentration camp system began in 1933, and operated primarily as sites of imprisonment and forced/slave labor to benefit the Reich, though small-scale killing often took place in concentration camps. In contrast, killing centers such as Auschwitz-Birkenau, Sobibor, or Treblinka were the sites of large-scale, assembly-line style killing operations which operated from late 1941 to 1945.
7. The Nazis employed a variety of methods to kill their victims, which they refined over time to be more efficient. Some of the earliest victims of the Nazis were disabled persons killed by lethal injection. Later, the Nazis used methods such as euthanasia vans, mobile killing squads, gas chambers, starvation, and

organized pogroms.

8. The Nazi camps were extremely effective in dehumanizing and fostering conditions in which people lost much of their ability to focus on anything other than pure survival. For this reason, the camp system was key to the success of the Nazis, and snuffed out uprisings before they could even start.
9. Denazification was the forced removal of Nazi influence and culture from German society by the allies following WWII. Many consider denazification to have been successful as Germany has wholly embraced Holocaust education and remembrance.

#### **Chapter 4: “Never Again” and Genocides beyond the Holocaust**

1. Liberation of the camps provided an understanding of the political, legal, social, and emotional status of Jewish survivors as well as the role of the liberators following the defeat of the Nazis.
2. Everyday people around the world did not have a lot of information about the concentration camps, although world leaders may have, until camp liberation and visual evidence was given.
3. Survivors found a return to life through various paths such as displaced persons camps, which resulted in new Jewish communities in Europe, the state of Israel, and a larger and renewed Jewish community in the United States.
4. The Nuremberg Trials is the world’s first attempt to bring justice against those who committed crimes against humanity. The International Criminal Court is the world's continued effort to hold governing bodies accountable to the Declaration of Human Rights according to the United Nations.
5. The common bond between genocides is that the perpetrators need to dehumanize the victim and a prerequisite to eliminating them.
6. Genocides have occurred in multiple places during the last two hundred years including the Holocaust. Other genocides are based on religion, ethnic background, politics and other factors.
7. Even though the Holocaust is the largest Genocide in the 20th century, it is not the only one and each one has their own atrocities.
8. Although the International community has vowed to stop Human rights and genocides from occurring, human nature, psychology and

sociology has let others be victims of genocide.

**Vocabulary (Key Terms) - Tier 2 and 3**

**Tier 2:** Bias, bigotry, crimes, disability, dehumanization, economic, equality, ethnicity, government, harassment, humanity, identity, inequality, Media Literacy, national, political, psychological, religious, sexuality, social, tolerance

**Tier 3:** Annexation, Anschluss, Appel, Arbeit Macht Frei, Armed Resistance, Asocials, Auschwitz-Birkenau, Babyn Yar, Belzec, Brown Shirts, Buchenwald, Bystander, Concentration Camp, Crematorium, Dachau, Denazification, Einsatzgruppen, Final Solution, Gas Chambers, Gestapo, Judenrat, Kapo, Killing Center, Mischlinge, Nazi Camp System, Nuremberg Laws, Nuremberg, Trials, Occupation, Operation Barbarossa, Operation Reinhard, Partisans, Perpetrator, Prisoner of War, Schutzstaffel (SS), Slavic, Sobibor, Sonderkommando, Theresienstadt, Treblinka, Unarmed Resistance, Upstander, Victim, Wannsee Conference, Warsaw Ghetto, Warsaw Uprising, Zyklon B

## Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<p><b>Chapter 3: The Holocaust &amp; Remembrance</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the role of Jewish Ghettos in Nazi Germany and occupied areas.</li> <li>2. Discuss the role geography played in the placement of the Ghettos.</li> <li>3. Explain Judenrein and the liquidation of the ghettos.</li> <li>4. Identify acts of resistance during the Ghettos.</li> <li>5. Describe armed Jewish Resistance and their unique perspective</li> <li>6. Critique international response during this time.</li> <li>7. Appraise the efforts of Non German to respond to events of the Holocaust.</li> <li>8. Examine the process that the Nazi's arrived at the Final Solution.</li> <li>9. Differentiate death camps from other types of camps.</li> <li>10. Explain the purpose of mobile death squads.</li> <li>11. Evaluate the moral choices one might have taken to survive.</li> <li>12. Appraise the necessity of preserving survivor stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.1.12.HistoryUP.11.b</li> <li>2. 6.2.12.CivicsHR.4.a</li> <li>3. 6.2.12.CivicsHR.4.a</li> <li>4. 6.2.12.HistoryUP.4c</li> <li>5. 6.2.12.HistoryUP.4c</li> <li>6. 6.2.12.Civics.HR.4.b</li> <li>7. 6.2.12.CivicsHR.4.a</li> <li>8. 6.2.12.HistoryCC.4.g</li> <li>9. 6.2.12.HistoryCC.4.g</li> <li>10. 6.2.12.HistoryCC.4.g</li> <li>11. 6.2.12.CivicsHR.4.a</li> <li>12. 6.2.12.HistoryUP.11.b</li> <li>13. 6.1.12.HistoryUP.11.b 6.1.12.CivicsHR.11.a</li> <li>14. 6.1.12.HistoryUP.11.b</li> <li>15. 6.2.12.CivicsHR.5.a</li> <li>16. 6.2.12.CivicsHR.5.a</li> <li>17. 6.2.12.CivicsHR.5.a</li> <li>18. 6.2.12.CivicsHR.5.a</li> <li>19. 6.2.12.HistoryUP.4.c</li> <li>20. 6.2.12.CivicsHR.4.a 6.2.12.CivicsHR.4.b</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>
<p><b>Chapter 4: "Never Again" and Genocides beyond the Holocaust</b></p> <ol style="list-style-type: none"> <li>13. Describe the response of the Allied liberators</li> <li>14. Investigate the choices survivors made after liberation</li> <li>15. Critique the international response to Nazi injustice to the Jews.</li> <li>16. Discuss Zionism and the creation of Israel.</li> <li>17. Evaluate the effectiveness of the Nuremberg trials.</li> <li>18. Examine the United Nations of Human Rights.</li> <li>19. Relate the world response of the Holocaust to recent world events.</li> <li>20. Compare and contrast other Genocides including but not limited to Cambodia, Darfur, Rwanda, Sudan, Soviet Union/ Western Territories and Chinese reeducation camps.</li> </ol>		

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
Nazi Ehtanasia Maps and Notes Jewish Ghettos of the Holocaust Ghettos notes from USHMM  Folder of Resources Unit 2	Maus	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Gilder Lehrman Institute of American History</a></li> <li>• <a href="#">Anti Defamation League</a></li> <li>• <a href="#">Holocaust Museum</a></li> <li>• <a href="#">Remeber.org</a></li> <li>• <a href="#">Echoes and Reflections</a></li> <li>• <a href="#">Facing History</a></li> <li>• <a href="#">FDR Library</a></li> <li>• <a href="#">Maps</a></li> </ul>
<b>List of Accommodations and Modifications</b> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>		

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Major Assessments</li> <li>• Major Projects</li> </ul>

Interdisciplinary Connections
English Language Arts <ul style="list-style-type: none"> <li>• <b>LA.RH.11-12.10</b> [<i>Progress Indicator</i>] - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</li> <li>• <b>LA.RH.11-12.5</b> [<i>Progress Indicator</i>] - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>• <b>LA.RH.11-12.6</b> [<i>Progress Indicator</i>] - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</li> <li>• <b>LA.RH.11-12.1</b> [<i>Progress Indicator</i>] - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</li> </ul>

- **LA.WHST.11-12.4** [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LA.WHST.11-12.7** [*Progress Indicator*] - 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.

#### Mathematics

- **MA.S-MD.B.5** [*Standard*] - Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

#### Science

- **9-12.HS-LS4-3.LS4.C.2** [*Disciplinary Core Idea*] - Adaptation also means that the distribution of traits in a population can change when conditions change

#### Art

- **MU.K-12.1.3C.12nov.Cn10a** [*Performance Expectation*] - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- **VA.K-2.1.5.2.Cn11** [*Anchor Standard*] - Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding

#### Technology and 21st Century Themes & Skills

- **TECH.8.1.12.A.2** [*Cumulative Progress Indicator*] - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

#### Computer Science

- **CS.K-2.8.1.2.DA.3** [*Performance Expectation*] - Identify and describe patterns in data visualizations.
- **CS.K-2.8.1.2.DA.4** [*Performance Expectation*] - Make predictions based on data using charts or graphs.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)