

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT

SYLLABUS
Holocaust and Genocides-History

Course Overview

Prejudice, discrimination, stereotyping, cultural ignorance and arrogance, a tendency towards violence and a failure to empathize are all issues the world confronts on a daily basis. This course is designed to examine the history of these issues. The study of the Holocaust and other genocides will allow the student to recognize the patterns of dehumanization and understand how it reinforces hate and violence towards targeted groups. Students will also examine what happens when individuals and governments fail to take a stand against human injustice. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects. The class will strive to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

Course Content Outline and the NJ Core Curriculum Content Standards (2009)

First Marking Period

- I. Identifying Ones Community - *6.1.12.D.11.d; 6.2.12.D.4.i; 6.3.12*
- II. Identification of the Other - *6.1.12.D.11.d; 6.1.12.A.3; 6.2.12.D.4.i; 6.3.12*
- III. Process of Dehumanization - *6.1.12.D.11.d; 6.2.12.A-D.4; 6.3.12*

Second Marking Period

- IV. Resistance to Hate - *6.1.12.D.11.d; 6.2.12.A-D.4; 6.3.12*
- V. Genocide - *6.1.12.D.11.d; 6.2.12.A-D.4; 6.2.12.A.5; 6.3.12*
- VI. World Response - *6.1.12.D.11.d; 6.2.12.A-D.4; 6.2.12.A.5; 6.2.12.A.6; 6.3.12*

Course Expectations and Skills

1. Actively engage in studying current events.
2. Embrace a global perspective.
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 HSPA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in Cornell note-taking and outlining, guided practice and repetition.
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

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

Resources

Textbook: TBA

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Minor Assessments: 25%
- Homework/Classwork: 20%
- Projects: 15%

Teacher Information

TBA

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 1: Identifying one's community.</p> <p>Grade Level(s): 11th & 12th</p>	<p>Unit Summary: This unit is designed to teach students that there is a continuum from internalized feelings to genocide. Humans develop along very regular pathways as defined by Maslow and Erickson. Understanding these hierarchies allow us to know when people are most susceptible to internalizing negative feelings. Having some foundation in basic psychology allows the student to understand how he or she interacts with members in his/her community and by extension how feelings develop about people who are outside of his/her 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.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences. 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Definition of Genocide <ul style="list-style-type: none"> - The international community has come to a common definition of what genocide it and when a response is necessary. 6. Pyramid of Hate <ul style="list-style-type: none"> - Negative feelings progress along an orderly and predictable hierarchy from prejudice to genocide. 7. Maslow and Erickson Theories of Personal Development <ul style="list-style-type: none"> - Both psychologist developed hierarchies which explained human progression of personal development and needs. Understanding these hierarchies allows one to know when a person is most vulnerable to manipulation and negative feelings. 8. Machiavelli, Hobbes, and Locke Theories of Government. <ul style="list-style-type: none"> - Governments wield power over the individual and understanding the forms of government and types of leadership enables a person to identify the abuse of power.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Targets</u>	<u>NJCCCS or CCSS</u>
1. Define and analyze genocide.	1. 6.1.12.D.11.d;
2. Interpret the Universe of Obligation and relate it to the Pyramid of Hate.	6.2.12.D.4.i;
3. Investigate the origins of hate.	RH.11-12.2;
4. Analyze Maslow’s hierarchy of needs and Erickson’s stages of development.	RH.11-12.4
5. Apply above hierarchies to an individual’s strengths and weaknesses.	2. 6.3.12.3; 6.3.12.4;
6. Determine when a person is most susceptible to feelings of hate.	6.3.12.7
7. Examine primary source documents on theories of government.	3. 6.3.12.3; 6.3.12.4;
8. Determine the advantages for an authoritarian government to promote hate.	6.3.12.7
9. Correlate theories of government to the manipulation of individuals.	4. 6.3.12.1;
10. Analyze the presence of organized hate groups in America today.	RH.11-12.7
	5. 6.3.12.1;
	WHST.11-12.4
	6. 6.3.12.1;
	WHST.11-12.4
	7. 6.3.12.1; 6.3.12.4;
	RH.11-12.2;
	RH.11-12.6;
	WHST.11-12.4
	8. 6.3.12.1; 6.3.12.4;
	6.3.12.5
	9. 6.3.12.1; 6.3.12.4;
	6.3.12.5
	10. 6.3.12.4; 6.3.12.5

Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Personal development as it relates to the Pyramid of Hate

Sociology: Individual relationship to community and the ability of governments to manipulate individuals

Science: Biological link to the origins of hate

Technology: Southern Poverty Law Center website, online articles, and hate map

Music: Relationship of racist music and formative teenage years

Students will engage with the following text:

- “Man is Rational? – John Locke
- “Man is a Product of his Environment” – B.F.Skinner
- “The Prince” – Machiavelli
- “Man is Evil and Warlike” – Thomas Hobbs
- “The Banality of Heroism” – Philip Zimbardo
- “Origins of Hatred” – Katherine Harmon
- Current event articles about human rights
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith

Students will write:

- **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Compare and contrast the views of Hobbes, Locke, and Machiavelli.
 - Apply the concepts of the Pyramid of Hate to the theories of personal development.
 - Analyze text for behavioral patterns.
- **Editorials**
 - Nature of Hate Groups
 - Opinion piece on a current event hate crime
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- Is man naturally good or evil?

Analysis of primary sources:

- "Man is Rational? – John Locke
- "Man is a Product of his Environment" – B.F.Skinner
- "The Prince" – Machiavelli
- "Man is Evil and Warlike" – Thomas Hobbs

Secondary Sources:

- "The Banality of Heroism" – Philip Zimbardo
- Newspaper and magazine articles

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- *Life is Beautiful* (Importance of family to self-identity)

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, etc.)

Projects:

- Identity chart – Students will analyze how they see themselves and compare that with how they think other people see them.

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Notes from assigned readings, Vocabulary
Quizzes: Vocabulary, Behavioral Terms, Theories of Government, Movie Analysis
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on Human Nature and Behavior

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Identity Chart- Create a poster that interprets ones identity as viewed by the individual and society as a whole.

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 2: Identification of “the other” – Stereotypes.</p> <p>Grade Level(s): 11th & 12th</p>	<p>Unit Summary: Most people view the Holocaust as an isolated incident committed by a distinct group of people. The purpose of this unit is to expand our understanding that the potential to commit a genocide exists within any population, even our own. By an in-depth study of early American history, touching upon treatment of both American Indians and African Americans, insight can be gained that accusations of genocide can be laid at our own doorstep.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One’s understanding of his/her own culture is expanded by exposure to various cultural experiences 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Stereotyping <ul style="list-style-type: none"> - Exploring stereotypes exposes the underlining racism and hatred in our culture. 6. American Indians <ul style="list-style-type: none"> - The early English settlers attempted remove American Indians from the land by violence. - Later American attempts to gain control of the land were achieved by removal to reservations either outside of the present borders of the United States or later, to tracks of land that were not considered desirable by whites. 7. Slavery <ul style="list-style-type: none"> - The process by which a nation could create a constitution by which “all men are created equal” and still maintain a system of slavery was predicated upon the same value system that eliminated the American Indians.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Targets	NJCCCS or CCSS
1. Identify stereotypes within media.	1. 6.3.12.2; 6.3.12.4;
2. Compare and evaluate the intentions of England and Spain towards the Native American population.	RH.11-12.1
3. Trace the changing development of European attitudes and actions towards Native Americans.	2. 6.1.12.D.1.a;
4. Analyze how Thomas Jefferson's "all men are created equal" can coexist with the reality of slavery.	6.1.12.D.3.a
5. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	3. 6.1.12.D.1.a;
6. Determine how expansion manifest destiny created hardships for Native Americans.	6.1.12.D.3.a
7. Relate the lingering effects of colonialism in Latin America to building stable economies and national identities today.	6.1.12.D.3.a
8. Analyze whether or not genocide did occur in the United States.	RH.11-12.3
9. Evaluate the long-term consequences on the Native American community.	4. 6.1.12.D.2.b
	5. 6.1.12.A.3.e
	6. 6.1.12.D.3.c
	7. 6.2.12.D.5.a
	8. 6.1.12.D.1.a;
	6.1.12.D.3.a
	6.3.12.1
	RH.11-12.2
	WHST.11-12.1.A-E
	9. 6.1.12.D.13.c;
	6.2.12.D.4.i;
	6.1.12.1;
	6.1.12.2
	RH.11-12.2
	WHST.11-12.4

Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Personal development as it is impacted by stereotyping and discrimination

Sociology: Personal identification with ones own community and the identification of "other" communities

Art: Media analysis for stereotypes and impact on the individual

Music: Expression of community identity and values

Technology: Internet research to find stereotypes within modern media

Students will engage with the following text:

- *The Lone Ranger and Tonto Fist Fight in Heaven* – Sherman Alexie (contemporary American struggles)
- Jamestown Legislation of 1623
- Thomas West De la Warr's Declaration to Powhatan
- Excerpt from Howard Zinn's *The People's History; Massacre at Wounded Knee*
- *Bury My Heart at Wounded Knee* – Dee Brown
- Washington Post Article: *The Origin of "Redskin"* – Guy Gugliotta
- United Nations definition of genocide
- Excerpts from *Less than Human: Why We Demean, Enslave, and Exterminate Others* – David Livingstone Smith

Students will write:

- **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Compare and contrast the Spanish versus the English approach to colonization in the New World.
 - Analyze Thomas Jefferson's attitude towards slavery.
 - Evaluate the impact stereotyping has on individual development.
- **Editorials**
 - American policy towards Native Americans such as Indian removal/Trail of Tears
 - Opinion piece on a current event dealing with stereotypes, racism, or Native Americans
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- Trail of Tears: Inevitable or not?

Analysis of primary sources:

- Jamestown Legislation of 1623
- United Nations Definition of genocide
- Thomas West De la Warr's Declaration to Powhatan

Secondary Sources:

- *The Lone Ranger and Tonto Fist Fight in Heaven* – Sherman Alexie
- *The People's History; Massacre at Wounded Knee* – Howard Zinn
- *Bury my Heart at Wounded Knee* – Dee Brown
- *Origin of "Redskin"* – Guy Gugliotta
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith
- Newspaper and magazine articles

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie/Film Clip Presentation:

Suggested Movies/Film Clips:

- *"We have been Disappeared"* – Joy Harjo speech
- *The Mission* (20th century concerns about the Guarni Indians in South America)
- *Ten Days that Changed America: Massacre at Mystic* (Pequot Genocide)
- *We Shall Remain: Trail of Tears* (Five civilized tribes genocide)
- *Smoke Signals* (Contemporary movie written, directed, produced by American Indians)
- *The Lone Ranger: "The Renegades"* (Native American stereotyping)

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, ect.)

Projects:

- Stereotypes in Media – Students will locate a modern piece of media and evaluate the stereotype(s) found within the media and present their finding to the class.

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Homework: Cornell Note from assigned readings, Vocabulary
Quizzes: Vocabulary, Movie Analysis
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on Identification of "the other" - Stereotypes

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Stereotypes in Media – Students will locate a modern piece of media and evaluate the stereotype(s) found within the media and present their finding to the class.

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 3: Process of Dehumanization – Discrimination and Violence.</p>	<p>Unit Summary: As leaders of mass groups of people, governments need to find tools and methods by which to spread their message and have it widely followed. In terms of genocide, a necessity becomes defining who your people are, who your enemy is, and how to identify the “other”. Once you and the other are clearly identified, it becomes necessary not only to reinforce the positive aspects of your own community but to create negative associations with the outside community. These negative associations will reinforce hate and dehumanization. These negative associations will then justify the next steps of discrimination and violence.</p>
<p>Grade Level(s): 11th & 12th</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One’s understanding of his/her own culture is expanded by exposure to various cultural experiences. 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. History of Modern European Judaism and the Reasons Behind Anti-Semitism - By the early 20th century, Jews, who had originated in the Middle East now lived in communities throughout all of Europe and elsewhere, while incurring various degrees of anti-Semitism. 6. Rise of Hitler and the Nazi Party - The political and economic chaos of the Weimar Republic was the perfect opportunity through which Adolph Hitler and his theories of lebensraum and race hate were able to gain power and flourish. 7. New Scientific Thought in the Early 20th Century - The new scientific explosion of the late 19th and early 20th centuries that began with Charles Darwin, opened up brand new schools of thought on human engineering and the development of racial superiority. 8. Propaganda Techniques - These new theories of scientific thought provided the basis for which men of government found the means to manipulate human thought and action.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Targets</u>	<u>NJCCCS or CCSS</u>
1. Investigate the universality of ethnocentrism.	1. 6.12.3.1; 6.12.3.4; RH.11-12.1; WHST.11-12.4
2. Trace the development of European Jewry.	2. 6.2.12.B.1.a; 6.3.12.1 RH.11-12.7
3. Determine the roots of anti-Semitism.	3. 6.1.12.D.11.d
4. Analyze the history of Germany and the instability of the Weimar Republic.	4. 6.2.12.A.4.a; 6.2.12.A.4.c; 6.2.12.C.4.a; 6.2.12.C.4.c; 6.2.12.D.4.d RH.11-12.7
5. Explain the historical background that allowed a window of opportunity for Adolph Hitler.	5. 6.2.12.A.4.a; 6.2.12.A.4.c; 6.2.12.C.4.a; 6.2.12.C.4.c; 6.2.12.D.4.d RH.11-12.9
6. Examine Mein Kampf to determine the failures and future of Germany as perceived by Adolph Hitler.	6. RH.11-12.2
7. Examine the new scientific thought of the 20 th century, which gave rise to concepts of human engineering and manipulation.	7. 6.3.12.1; 6.3.12.4; RH.11-12.2
8. Apply the concept of lebensraum to the growth of anti-Semitic laws in Nazi Germany.	8. 6.2.12.A.4.c; 6.2.12.B.5.e RH.11-12.7 WHST.11-12.4
9. Evaluate Nazi racial ideology.	9. 6.2.12.A.4.a; 6.3.12.1 RH.11-12.4 WHST.11-12.
10. Appraise propaganda for universal themes and messages.	10. 6.3.12.1; 6.3.12.4 RH.11-12.7 WHST.11-12.6
11. Determine how propaganda can be used to manipulate populations.	11. 6.3.12.1; 6.3.12.2

Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Personal development as it is impacted by discrimination and violence

Sociology: Effects of discrimination on a targeted community

Art: Media analysis of propaganda for universal themes and messages

Music: Expression of community identity and values

Technology: |

Students will engage with the following text:

- | The History of Anti-Semitism – informational text
- *Child of Hitler: Germany in the Days when God wore a Swastika* – Alfons Heck
- Heydrich's Instructions on Kristallnacht
- *The Poisonous Mushroom*
- Nazi Propaganda
- Excerpts from the Diary of Dawid Sierakowiak
- *Maus I* – Art Spiegelman
- Excerpts from *Less than Human: Why We Demean, Enslave, and Exterminate Others* – David Livingstone Smith |

Students will write:

- | **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Explain how new scientific thought could be applied to government policy.
 - Analyze the key elements of a propaganda piece.
- **Editorials**
 - Newspaper editorial on the events of Kristallnacht.
 - Opinion piece on a current event relating to propaganda.
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- Has the United States become an ethnocentric nation?

Analysis of primary sources:

- *Child of Hitler: Germany in the Days God Wore a Swastika*
- Heydrich's instructions for Kristallnacht
- *The Poisonous Mushroom*
- Nazi Propaganda
- Excerpts from the Diary of Dawid Sierakowiak

Secondary Sources:

- History of Anti-Semitism – informational text
- Maus I – Art Spiegelman
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- *The Great Dictator*
- *Cabaret*
- *Echoes and Reflections Visual History Testimony*

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, ect.)

Projects:

- Propaganda poster: Use propaganda techniques to create a anti-hate propaganda poster

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Homework: Cornell Note from assigned readings, Vocabulary
Quizzes: Vocabulary, Movie Analysis, Hitler's Rise and Nazi Ideology
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on Process of Dehumanization – Discrimination and Violence.

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Propaganda poster: Use propaganda techniques to create a anti-hate propaganda poster

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 4: Resistance to Hate.</p>	<p>Unit Summary: The purpose of this unit is to provide an overview of resistance efforts during the Holocaust. An opportunity is provided for students to learn about the risks of resisting Nazi domination and the means, scope, and intensity of resisting efforts. These range from cultural and spiritual resistance in the ghetto to armed resistance of partisans and ghetto and camp prisoners. Additionally there have been others who have responded to genocide from the outside at perilous risk to themselves. It is important to understand that a person can make a difference and why there is a moral imperative to do so. These concepts can be applied not only to the individual but to nations as a whole.</p>
<p>Grade Level(s): 11th & 12th</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One’s understanding of his/her own culture is expanded by exposure to various cultural experiences. 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Nonviolent Jewish Resistance <ul style="list-style-type: none"> - While they were confined and dehumanized in the ghettos of Europe, Jews managed to organize and maintain a system of cultural resistance which will perpetuate Jewish religion, lifestyle, education, and traditions among other things. For most Jews, acts of cultural and spiritual resistance were the only possible means to oppose the Nazi tyranny. 6. Armed Jewish Resistance <ul style="list-style-type: none"> - Armed resistance during the Holocaust included both typical battles, attacks, and guerilla strikes as well as individual armed responses. 7. World Response to the Holocaust <ul style="list-style-type: none"> - Kindertransport: In response to Kristallnacht and the rising tide of anti-Semitism, the United Kingdom mounted a campaign to save numerous Jewish children by bringing them to the United Kingdom.

- Denmark: The Danish response to the Holocaust was unique in its attempt to deport its entire Jewish population across the North Sea to Sweden.

8. Non-Jewish Resistance and Rescue

- This lesson provides an opportunity for students to learn about types of rescue that occurred in Nazi-occupied Europe and analyze the motivations of non-Jewish rescuers and identify the risks involved.

9. Responses to Other Genocides

- The world's responses to other genocides, such as Somalia and Bosnia, has had lasting effects on the perceptions of what and how nations should respond to genocide today.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Targets</u>	<u>NJCCCS or CCSS</u>
1. Investigate the role of isolation in the process towards genocide.	1. 6.1.12.D.11.d;
2. Evaluate the purpose of Jewish ghettos in Nazi Germany and occupied areas.	6.2.12.D.4.i;
3. Discuss the role geography played in the placement of the ghettos.	6.3.13.1
4. Explain Judenrein and the liquidation of the ghettos.	2. 6.1.12.D.11.d;
5. Outline the system by which the Nazis remotely controlled the ghettos via the Judenrat.	6.2.12.A.4.c;
6. Examine and identify acts of cultural and spiritual resistance during the ghettos.	6.2.12.D.4.i;
7. Assess the conditions in Jewish ghettos.	RH.11-12.2
8. Describe armed Jewish resistance and investigate its unique challenges.	3. 6.1.12.D.11.d;
9. Critique the international response to Nazi injustice to the Jews.	6.2.12.D.4.i
10. Appraise the efforts by Non-Jewish Germans to respond to events of the Holocaust.	4. 6.1.12.D.11.d;
11. Relate the world response of the Holocaust to recent world events.	6.2.12.D.4.i
	5. 6.1.12.D.11.d;
	6.2.12.D.4.i
	6. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.1;
	RH.11-12.7;
	WHST.11-12.1.A-E
	7. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.2;
	RH.11-12.2;
	WHST.11-12.6
	8. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.1;
	RH.11-12.7
	9. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.2.12.D.4.e;
	RH.11-12.4;
	WHST.11-12.4
	10. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.1;
	RH.11-12.1
	11. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.2.12.A.6.a;

	6.2.12.A.6.d; RH.11-12.9 WHST.11-12.4
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Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Impact of dehumanization on the human spirit

Sociology: Maintaining community and sense of identity

Art: Examination of cultural artifacts from the ghettos

Technology: Research victims and create identification cards

Students will engage with the following text:

- *Compassion Within the Ghetto Walls*
- Lodz Ghetto explanatory handout
- *Maus I* – Art Spiegelman
- “I Never Saw Another Butterfly”
- Partisan Accounts
- Oscar Schindler reading –informational text
- Judenrat – informational text
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith

Students will write:

- **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Analyze the effects of dehumanization on the human spirit.
 - Cite examples of cultural/spiritual resistance and explain its impact on the Jewish community.
- **Editorials**
 - Lack of support for armed resistance by the Judenrat.
 - Opinion piece on the American response to a current human rights violation.
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- America's responsibility to world injustice: Should we or shouldn't we intervene?
- America's culpability: Did we do enough during the Holocaust?

Analysis of primary sources:

- Partisan accounts
- "I Never Saw Another Butterfly"

Secondary Sources:

- Maus I – Art Spiegelman
- Lodz Ghetto explanatory handout
- Judenrat-informational text
- Oscar Schindler reading

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- *Defiance*
- *Uprising*
- *Escape from Sobibor*
- *Schindler's List*
- *Pianist*
- *Echoes and Reflections Visual History Testimony*

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, ect.)

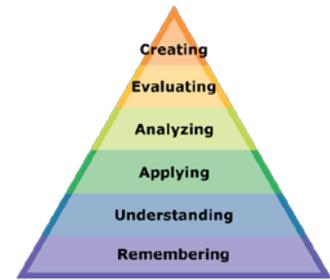
Projects:

- Identification cards: Students will create a short biography of a child from the Holocaust and share their cards with the class. (From the United States Holocaust Memorial Museum Division of Education resources for the classroom)

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note from assigned readings, Vocabulary
Quizzes: Vocabulary, Movie Analysis
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on Resistance to Hate.

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Identification cards: Students will create a short biography of a child from the Holocaust and share their cards with the class.

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 5: Genocide.</p> <p>Grade Level(s): 11th & 12th</p>	<p>Unit Summary: The goal of this unit is to learn about one of humanities darkest chapters. The people who conducted and died at the hands of the mobile killing squads, the people who ran and who died at the Nazi extermination camps, and the concept of the “Final Solution” of the Jewish question are linked by the process of dehumanization. This understanding allows us to connect the Holocaust to other genocides. Studying other genocides, such as Cambodia, Rwanda, and Sudan, exposes the link between dehumanization and the next step, genocide.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One’s understanding of his/her own culture is expanded by exposure to various cultural experiences. 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Mobile Killing Squads <ul style="list-style-type: none"> - The original process of elimination began in 1941 with the invasion of the Soviet Union. The Germans acquired vast new territories and a large Jewish population, which presented an immediate problem for the Nazis. 6. Wannsee Conference <ul style="list-style-type: none"> - As the outcome of the war became less certain, the Nazis needed to find a quicker answer to the “Jewish Question”. 7. “Final Solution” <ul style="list-style-type: none"> - Once a population has been stripped of its humanity, it then becomes possible to exterminate them without guilt. 8. Other Genocides <ul style="list-style-type: none"> - The common bond between genocides is that the perpetrators need to dehumanize the victim as a prerequisite to eliminating them. Dehumanization allows for a systematic, almost predictable pattern leading to genocide.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Targets</u>	<u>NJCCCS or CCSS</u>
1. Examine the process by which the Nazis arrived at the Final Solution.	1. 6.1.12.D.11.d;
2. Evaluate the role of language in ameliorating guilt.	6.2.12.D.4.i;
3. Relate the principles of the Industrial Revolution to processes used in the Holocaust.	RH.11-12.7
4. Differentiate death camps from other types of camps.	2. 6.1.12.D.11.d;
5. Explain the purpose of mobile death squads.	6.2.12.D.4.i
6. Judge the role of personal responsibility versus duty.	3. 6.1.12.D.11.d;
7. Investigate civilian participation in genocide.	6.2.12.D.4.i
8. Critique the moral choices one must make to survive.	4. 6.1.12.D.11.d;
9. Appraise the necessity of preserving survivors stories.	6.2.12.D.4.i;
10. Compare the Holocaust to other genocides and appraise the pattern of	RH.11-12.2
dehumanization.	5. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	RH.11-12.2
	WHST.11-12.4
	6. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.6;
	RH.11-12.6
	7. 6.1.12.D.11.d;
	6.2.12.A.4.C;
	6.2.12.D.4.i;
	6.2.12.A.5.d;
	RH.11-12.3
	8. 6.1.12.D.11.d;
	6.2.12.D.4.i;
	6.3.12.4
	RH.11-12.2
	WHST.11-12.4
	9. 6.1.12.D.11.d
	10. 6.1.12.D.11.d;
	6.2.12.A.4.C
	6.2.12.D.4.i;
	6.2.12.A.5.d
	RH.11-12.3
	WHST.11-12.6

Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Impact of genocide on perpetrators and survivors

Sociology: Impact of genocide on national consciousness

Art: Means by which to process the events of the genocide

Technology: Research art by survivors of the Holocaust

Students will engage with the following text:

- *Maus II* – Art Spiegelman
- Excerpts from *Night* – Eli Wiesel
- *Five Chimneys* – Olga Lengyel
- Poems from a camp survivor
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith

Students will write:

- **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Analysis of survivor art.
 - Examine the moral toll of choosing life in the death camps might have extracted.
- **Editorials**
 - American decision not to bomb Auschwitz or the railroads.
 - Opinion piece on a current human rights violation
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- American Response

Analysis of primary sources:

- Excerpts from *Night* – Eli Weisel
- *Five Chimney's* – Olga Lengyel
- Poems from Camp survivors

Secondary Sources:

- *Maus II* – Art Spiegelman
- Excerpts from *Less than Human: Why We Demean, Enslave, And Exterminate Others* – David Livingstone Smith

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- *Playing For Time*
- Oprah Winfrey's interview of Eli Weisel
- *Echoes and Reflections Visual History Testimony*

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, ect.)

Projects:

- Mapping Auschwitz: using PBS "Auschwitz: Inside the Nazi State", students will create maps and elevations of Auschwitz-Birkenau

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note from assigned readings, Vocabulary
Quizzes: Vocabulary, Movie Analysis
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on Holocaust and Genocide

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Mapping Auschwitz: using PBS “Auschwitz: Inside the Nazi State”, students will create maps and elevations of Auschwitz-Birkenau

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Holocaust and Genocides

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Holocaust and Genocides: Unit 6: World Response</p> <p>Grade Level(s): 11th & 12th</p>	<p>Unit Summary: This unit examines the complex issue of relative guilt within the context of Nazi occupation in Europe. The War Crimes Trials which followed World War II opens the discussion of a person's moral responsibility in following orders or standing up to injustice. WWII also forced the world to consider the responsibility of the free world to provide a safe haven for refugees attempting to escape persecution. The broader issues of social injustice and human rights violations remain problematic today.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the role of government? 2. What is the role of the individual? 3. What is the nature of man/woman? 4. What is power? 5. How can the abuse of power be avoided? 6. Who should govern? 7. Is conflict between cultures inevitable? 8. How do competing interests influence power? 9. Can one individual make a difference? 10. Is breaking the law ever justifiable? 11. How can I make a positive difference in the world? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences. 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Liberation <ul style="list-style-type: none"> - 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. 6. Survivors <ul style="list-style-type: none"> - 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. 7. Nuremburg Trials <ul style="list-style-type: none"> - This is an examination at the world's first attempt to bring to justice those who committed crimes against humanity. 8. International Criminal Court (ICC) <ul style="list-style-type: none"> - This is the world's continued effort to hold governing bodies accountable to the Declaration of Human Rights according to the United Nations.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Targets</u>	<u>NJCCCS or CCSS</u>
1. Describe the response of Allied liberators.	1. 6.12.1.D.11.d;
2. Investigate the choices survivors made after liberation.	6.2.12.D.4.i;
3. Discuss Zionism and trace the birth of Israel.	6.2.12.A.4.d;
4. Evaluate the effectiveness of the Nuremburg Trials.	RH.11-12.2
5. Determine hierarchies of guilt and determine when a person must choose between duty and morality.	2. 6.12.1.D.11.d;
6. Critique the ability of international powers to hold each other responsible for crimes against humanity.	6.2.12.D.4.i;
7. Examine the United Nations Declaration of Human Rights.	RH.11-12.6
8. Evaluate the ability of nations to cooperate in order to solve global issues.	3. 6.2.12.B.5.e
9. Assess the possibility of taking personal action to create a more just and equitable world.	4. 6.12.1.D.11.d;
	6.2.12.D.4.i;
	6.2.12.A.4.d;
	RH.11-12.7
	WHST.11-12.4
	5. 6.12.1.D.11.d;
	6.2.12.D.4.i
	6. 6.2.12.A.4.d;
	6.2.12.A.5.e;
	6.2.12.A.6.b;
	RH.11-12.2
	WHST.11-12.4
	7. 6.2.12.A.s.e;
	6.3.12.1
	8. 6.2.12.A.6.a
	9. 6.3.12.3; 6.3.12.7

Inter-Disciplinary Connections:

Language Arts: Reading and writing strategies as they relate to the Common Core Standards for History

- Cite specific textual evidence from primary and secondary sources
- Determine the central ideas from primary and secondary sources
- Produce clear and coherent writing for appropriate task, purpose, and audience

Psychology: Personal responsibility on a global scale

Sociology: Responsibility of one nation to monitor the human rights violations of other nations

Technology: Research the workings of the ICC

Art: Photo analysis

Students will engage with the following text:

- “The Tenth Man” – Ida Fink
- Interview/testimony of Adolph Eichmann and Rudolph Hess
- United Nations Declaration of Human Rights
- “United Nations Security Council Address on Darfur” - George Clooney,
- CNN News World “Powell calls Sudan Killings Genocide”
- “When Would Be a Better time to Arrest Harun” – ICC Prosecutor, Luis Moreno-Ocampo
- “Can The ICC Save Darfur” – Chris Waluk
- “Do Sudanese Think Their President Should Be Arrested” – Rebecca Hamilton
- Statement on the situation in Sudan by the African Civil Leaders

Students will write:

- **Cornell Notes from readings and oral lectures**
- **Daily Reflective Journal**
- **Formal Essays**
 - Explain how WWII and the Holocaust influenced the development of international law.
 - Assess the purpose of the ICC and determine how it can prosecute.
- **Editorials**
 - The ICC and Sudan
 - Opinion piece on international communities response to genocide
- **Annotation of text for reading comprehension and deeper understanding**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class Lecture: all units should include lecture to prepare students for college atmosphere

Cornell Notes: lectures and readings

Socratic Seminar

- Should the United States Join the ICC; dilemma of national sovereignty versus international accountability

Analysis of primary sources:

- Displaced Persons Camp photos
- Testimony of Adolph Eichmann and Rudolph Hess
- United Nations Declaration of Human Rights
- "When Would Be A Better Time to Arrest Harun" – ICC Prosecutor, Luis Moreno-Ocampo

Secondary Sources:

- "The Tenth Man" – Ida Fink
- "United Nations Security Council Address on Darfur" – George Clooney
- CNN News World "Powell calls Sudan Killings Genocide"
- "Can the ICC Save Darfur" –Chris Waluk
- "Do Sudanese Think Their President Should Be Arrested" –Rebecca Hamilton
- Newspaper and magazine articles

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw activities
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- *The Reckoning: Understanding the International Criminal Court*
- *Echoes and Reflections Visual History Testimony*

Suggested Activities:

- Character analysis
- Discussion questions

Essays/Writing:

- Journal responses to various sources (movie clips, art, readings, photographs, music, ect.)

Projects:

- ICC Flow Chart – Students will create a flow chart that represents the workings of the ICC including steps such as getting a case referred, gathering evidence, ect.

Vocabulary: define and create sentences with context clues to demonstrate understanding

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Notes from assigned readings, Vocabulary
Quizzes: Vocabulary, Movie Analysis
Writing Assignments: Journals, Formal Test Essay, Exit Tickets
Cornell Notes: reading assignments or primary and secondary sources
Participation in discussions, debates, and Socratic Seminars

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Unit test on World Response

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

ICC Flow Chart – Students will create a flow chart that represents the workings of the ICC including steps such as getting a case referred, gathering evidence, ect.

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized