

Subject : Dimensions of Prejudice, Genocide, and the Holocaust

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Facilitator : Beth Feinberg

Grade Level: 10 - 12

TIMELINE	CONTENT	SKILLS	ASSESSMENT	NJCCCS
<p>Two Weeks</p>	<ul style="list-style-type: none"> • “<i>Two Voices</i>”.-Facing History • Generate list of different groups that make up one’s identity. Have each student create a poster displaying their identity and present it to the class. • Use definition sheet of Prejudice, Racism, Scapegoating, etc. • Show students pictures of different groups of people and have students create generalizations about these people. Discuss these generalizations. • Show students clips from various television shows and movies. Class discussion on influence of media. • Complete ADL Activity 8 Questionnaire. Students can distribute a survey to classmates outside of this class and write an essay analyzing the social climate of the high school/community • “Prejudice and Dislike” by David Shiman. The Holocaust and Genocide. • Read “The Greenies” by William Goodykoontz. Prejudice Unleashed. Sec 2, page 12. Worksheet pages 13-16. • Discrimination scenarios • Complete ADL worksheets on scapegoating and vandalism. • Create own definition of genocide. Compare this definition to the UN’s. 	<p>Students will gain an understanding that a person’s identity consists of many different groups and cultures.</p> <p>Students will gain a perspective about their classmates’ diversity.</p> <p>Students will identify the terms: stereotype, prejudice, discrimination, scapegoating, racism, Anti- Semitism, Sexism, etc.</p> <p>Students will identify the stereotypes they hold about groups that are different than themselves</p> <p>LWDAT assess the influences of TV characters and personalities in perpetuating stereotypes.</p> <p>Students will identify the labels and stereotypes assigned to themselves and will analyze how their school/ community is affected by stereotypes</p> <p>Students will learn that stereotyping often results from and leads to prejudice and bigotry.</p> <p>Students will learn that unchecked prejudice and bigotry leads to discrimination, violence, and in extreme cases, genocide.</p> <p>Students identify the term genocide.</p>	<p>Class Discussion</p> <p>Poster/Oral Presentation</p> <p>Class Discussion</p> <p>Completion of assignments</p> <p>Collect and grade worksheets</p> <p>Essay on social climate of high school</p> <p>Collect and grade worksheets</p> <p>Class Participation</p>	<p>6.2 a1</p> <p>6.2 a4</p> <p>6.2 e 1</p> <p>6.2 e15</p>

	<ul style="list-style-type: none"> • Read “Genocide” • Watch “Babe” or “Crash”. Analyze movie for stereotypes and prejudice 		<p>Class Discussion</p> <p>Essay on movie</p> <p>Multiple Choice, True/False, short Answer Test on Prejudice, Discrimination, scapegoating, etc</p>	
1 week	<ul style="list-style-type: none"> • Adolf Hitler quotation: “After all who remembers the genocide of the Armenians?” • California State Board of Education’s Model Curriculum for Human Rights and Genocide. Copyright 1987, by the California State Department of Education, P.O. Box 271, and Sacramento, California. 95802-0221. Hereafter referred to as Model Curriculum. • Read pages 17-25 of the Model Curriculum • Study vocabulary on page 25. • Complete worksheets pages 27-35. • Discussion, question and answer • Map work • Model curriculum pgs. 49-57 • Pictures from http://armenian-genocide.org/photo_wegner.html • Read “Under the Cover of War” . • Complete a “Graffiti Board” . • Journal Entry: Reflect about a time when you saw or were aware of an injustice but did not try to stop it. Describe the situation and try to remember why you responded the way you did. • Think, Pair, Share • Read “The American Ambassador in Constantinople” • Model curriculum pgs. 63-82 • Video: The Armenian Genocide 25 Minutes Atlantis Productions, Inc 	<p>LWDAT gain a historical view of the Armenian Genocide</p> <ul style="list-style-type: none"> ◆ Describe the geography of the Armenian plateau ◆ Describe the origins and early history of the Armenian people ◆ Describe the introduction of Christianity to Armenia ◆ Explain role of Armenia in WWI <p>Understand the Genocidal process in Armenia from 1915-1923</p> <p>Students will analyze choices made by the United States and its representatives during the Armenian Genocide.</p> <p>Explain the aftermath of the Genocidal process in Armenia from 1915-1923</p>	<p>Class Discussion</p> <p>Collect and Grade worksheets</p> <p>Grade class participation</p> <p>Collect and Grade Worksheets</p> <p>Class Participation</p> <p>Journal Entry</p> <p>Journal Entry</p> <p>Class Participation</p> <p>Collect and Grade Questions</p> <p>Test or Quiz on Armenian Genocide</p>	<p>6.3e10</p> <p>6.6b</p> <p>6.6d</p> <p>6.6e10</p>

	<ul style="list-style-type: none"> • Read “The Promised Land” • Write “Thanksgiving Day” on the board. Then have each student write a list of adjectives that describe the holiday and its importance. Create a class list by combining the individual lists and discuss this composite list with the class. Then write above the list the word myth, discuss its meaning and what it implies when considered in relation to the class list. • Have the students read Larsen’s introduction and then create a new class list based on the reading. Compare the two lists. Discuss the similarities and differences between them. • Discuss if it is possible to teach young children the ‘real’ Thanksgiving story. • Present a scenario: A new major league baseball team (football team, basketball team) is coming to your city. The owners of that team have asked the students in the class to come up with the new name. Each student will make a suggestion; the class will choose the best name. Discuss with the class what they feel are the best types of names for sports teams and how and why they chose the name they did. • Read material from Churchill & Utter. Class discussion about the existing sports team names and if they fit the criteria for a good sports team as defined by the class. • Write a short paragraph discussing the two images (the cartoon image from Der Stermer in 1933 and the logo from the Cleveland Indians Baseball team in 1993) 	<p>Students will evaluate the impact of the American Indian genocide on American Culture and History</p>	<p>Collect and grade homework</p> <p>Class Discussion</p> <p>Journal Entry</p> <p>Class Participation</p> <p>Journal Entry</p>	
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<p>Two Periods</p>	<ul style="list-style-type: none"> • KWL Chart • Students will create a definition of the term “Holocaust”. Use the transparency “Holocaust Definitions” from Echoes and Reflections. • Read “Overview of the Holocaust” from Globe Fearson. • Distribute a glossary of Holocaust terms to the students to be referenced throughout their study • Have students bring in their favorite pictures from vacations, family gatherings, etc. Have them explain why they brought those specific pictures in to the class. Show students pictures of victims’ family and vacation pictures to make the connection that the victims were regular people like the students. 	<p>Students will identify their previous knowledge about the Holocaust.</p> <p>Students will define the term “Holocaust”</p> <p>Students will gain a general overview of Holocaust knowledge and assess the chronology of Holocaust events.</p> <p>LWDAT will develop an empathy for and an understanding of the atrocities suffered by individuals and groups during the Holocaust</p>	<p>Class Discussion</p> <p>Completion of Assignments</p> <p>Class Participation</p>	<p>6.2 a1 6.2 a3 6.2 a4 6.2 a8 6.2 b1 6.9 c1</p>
<p>1 and 1/2 weeks</p>	<ul style="list-style-type: none"> • Read “What is a Jew?” Philip Roth • Read and outline “Religious and Racial Anti-Semitism” by Milton Meltzer. Review outlines. • Read “Quotations by Germans Pertaining to the Holocaust”, Sec 2 pages 25-27 • Show first part of “The Longest Hatred.” • Jigsaw Activity using “The Things They Say Behind Your Back: Stereotypes about Jews” .William Helmreich <i>The Holocaust and Genocide: The Betrayal of Humanity</i>. • Read “The Ballad of Leo Frank” <i>Us and Them: A History of Intolerance</i>. • Video: The Ballad of Leo Frank. • Write a short paper answering the following question: “Have you ever participated in scapegoating anyone else?” • Invite a local Rabbi to lead your 	<p>SWDK of Judaism.</p> <p>Students will define anti-Semitism and explore its origins.</p> <p>Students will identify stereotypes that are commonly assigned to Jews.</p> <p>LWDAT discuss Anti-Semitism in America and the dangers of scapegoating.</p> <p>LWDAT define Anti-Semitism, conspiracy, desecrate, lynch, scapegoat, and Yellow Journalism</p>	<p>Completion of assignment</p> <p>Class Discussion</p> <p>Collect and grade outlines</p> <p>Collect and grade assignments</p> <p>Class Participation.</p> <p>Completion of Assignments</p> <p>Read and grade essay.</p>	<p>6.1a5 6.2b3 6.2e10 6.4a</p>

	<p>class in a discussion of current problems and issues that concern the Jewish Community. Prepare a list of questions for discussion</p> <ul style="list-style-type: none"> ◆ Write to the Anti-Defamation League of B'nai Brith to request their latest report on Anti-Semitism in America. Address: Anti-Defamation League, 823 UN Plaza, NY 10017 ◆ Show students the film "School Ties", a film about a Jewish teenager in a Christian Prep School and the Anti-Semitism that he encounters. 	<p>Students will gain media literacy skills.</p>	<p>Assign participation and homework grade.</p> <p>Grade presentations and research.</p> <p>Journal Entry</p>	
Two Periods	<ul style="list-style-type: none"> • Echoes and Reflections, Lesson two: Survivor testimony • Read Case Study 1, pages 5-22. Globe Fearson • <u>The Holocaust</u>: Map and Photographs pg. 2,4,6 	<p>LW describe the rich heritage of the Jewish world before the Holocaust.</p> <ul style="list-style-type: none"> ◆ Describe the Jewish culture in Europe before the Holocaust ◆ Identify what roles Jews played in different countries in which they settled ◆ Discuss how anti-Semitism affected the lives of Jews in Europe 	<p>Grade Questions.</p> <p>Class Discussion</p> <p>Test or Quiz on Anti-Semitism and Jewish Life Before the Holocaust</p>	<p>6.3 6.e2</p>
Four Periods	<ul style="list-style-type: none"> ◆ Lecture on Nazis rise to power. • Read "Nazi Propaganda and Citizenship" Tell Them We Remember. • Read "The Techniques of Propaganda" <i>The Holocaust and Genocide: The Betrayal of Humanity</i> Ask students if they see examples of propaganda in their daily lives. • Show students pictures of Nazi propaganda • Echoes and Reflections, Lesson two: Survivor testimony. • Show students first half of the video "Hitler Youth". Class Discussion on the importance of influencing children. • Show scenes from "Triumph of the Will". 	<p>Students will identify how the Nazis rose to power in the 1920's and 1930's.</p> <p>Students will identify the techniques of effective propaganda.</p> <p>Students will examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.</p> <p>Students will consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.</p>	<p>Class Discussion.</p> <p>Class Discussion</p> <p>Completion of worksheets and homework.</p> <p>Quiz on techniques of propaganda</p>	<p>6.3f2</p>

<p>Three Periods</p>	<ul style="list-style-type: none"> • Complete handout “What Rights Are Important to Me?” Echoes and Reflections • Read “Nazi Germany and Anti-Jewish Policy” from Echoes and Reflections. • Echoes and Reflections, Lesson three: Survivor testimony. • Show students the USHMM diagram of Michlinges. • Homework: Complete worksheet “Race Defilement” <i>The Holocaust and Genocide: A Search for Conscience</i>. • KWL Chart: Kristallnacht • Read “The Night of Broken Glass” by Gerald Green. <i>The Holocaust and Genocide: A Search for Conscience</i>. • Show students pictures taken of Kristallnacht. ◆ Have students write an editorial for a newspaper as if they witnessed Kristallnacht. • Read “David Rosenstein’s Dilemma” <i>The Holocaust and Genocide: A Search for Conscience</i>. • Echoes and Reflections, Lesson three: Survivor testimony. • Read “The Evian Conference” and “The Voyage of the St. Louis” Tell Them We Remember • Discuss America’s role in the Evian Conference. • Complete Activity Sheet 16: Interpreting a Political Cartoon 	<p>Students will identify the Nazis Anti-Jewish policies.</p> <p>Students will identify Kristallnacht and why it happened.</p> <p>Students will describe the desperate search for a country of refuge by victims of the Holocaust.</p> <p>Students will explain the Evian Conference.</p> <p>Students will describe the voyage of the St. Louis.</p>	<p>Class Discussion</p> <p>Collect and Grade Worksheets</p> <p>Collect and grade worksheets</p> <p>Class Discussion</p> <p>Collect and grade editorials</p> <p>Class Discussion</p> <p>Collect and grade worksheets</p> <p>Quiz or Test on Nazi Germany</p>	<p>6.2b2 6.3f2 6.4f3 6.6a5 6.6b3 6.6d5 6.6e4</p>
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<p>1 and 1/2 weeks</p>	<ul style="list-style-type: none"> • Have students imagine being forced from their homes and they can only take 20 pounds worth of their most precious possessions. • Explain the process of ghettoization. Show students a map of North Brunswick and circle one square mile of the city to represent a ghetto. • Echoes and Reflections, Lesson four: Survivor testimony. • Read Case Study 3 in <i>Globe Fearson</i> • Show students pictures from the ghettos and read “Excerpts from the Diary of Dawid Sierakowiak” Echoes and Reflections • Show students “Calorie Tally” <i>Life Unworthy of Life</i> and ask them to tally what they have had that day to eat. Compare this to the number of calories that Jews received in the ghetto. • Read “The Judenrat Government” by Bea Stadler. <i>The Holocaust and Genocide: A Search for Conscience</i> • Students will be divided into groups and will participate in a simulation in which they must act out the role of Judenrat • Video: The Pianist or Jakob the Liar 	<p>Students will empathize with having one’s possessions taken away.</p> <p>Students will describe the process of ghettoization, survival, life and death in the ghettos.</p> <p>Students will identify the aims of the Nazis in establishing ghettos.</p> <p>Students will analyze primary source documents from the ghettos.</p> <p>Students will identify the purpose of the Judenrat.</p> <p>Students will gain media literacy skills.</p>	<p>Oral Discussion</p> <p>Oral Discussion</p> <p>Collect and grade worksheets</p> <p>Oral Discussion</p> <p>Participation grade and journal entry</p> <p>Journal Entry</p>	<p>6.1a5 6.2b3 6.2d5 6.2e10 6.2e11 6.2e13 6.2e14</p>
<p>1 and 1/2 weeks</p>	<ul style="list-style-type: none"> • Lecture on the Progression of the Final Solution • Read and discuss “The Mobile Killing Squads”. Tell Them We Remember. • Video: Joseph Shultz • “The Wannsee Conference and The Final Solution”, “Deportations”, and “On the train” Tell Them We Remember. • Echoes and Reflections, Lesson five: Survivor testimony. 	<p>Students will define and explain the plans for the “Final Solution”</p> <p>Students will describe the process of dehumanization.</p> <p>LWDAT explain the planning, functioning and conditions of the transport trains to the concentration and death camps.</p>	<p>Oral Discussion</p> <p>Journal Entry</p> <p>Collect and grade worksheets</p>	<p>6.2e10 6.2e14 6.3f2 6.6a5 6.6b3 6.6d3 6.6e4</p>

	<ul style="list-style-type: none"> • Read “A Normal Day at Auschwitz” <i>Life Unworthy of Life</i> • Read “Night” by Elie Wiesel • Gilbert, Martin. <i>Maps and Photographs of the Holocaust</i>. 15-26, 33-38 • Show video: “Oprah Visits Auschwitz” • Suggestions for projects: <ul style="list-style-type: none"> - Photojournalism Project: Students will conduct independent research on a concentration camp and provide information and pictures about it in a magazine. - Group Project: In cooperative learning groups research one of the six death camps and prepare a poster with all the information displayed. Present your knowledge verbally to the class. 	<p>Students will identify Elie Wiesel and will read his memoir “Night”.</p> <p>Students will conduct research on a specific concentration camp.</p>	<p>Collect and grade worksheets</p> <p>Discussion, Check for reading quiz, packet with questions</p> <p>Collect and Grade magazines</p> <p>Grade all posters and presentation grades.</p> <p>Test on Death Camps</p>	
<p>Two Periods</p>	<ul style="list-style-type: none"> • Show students Geneva’s Rights of the Child. Ask which rights the Nazis violated. Point out this document was written before the Holocaust. • Read “Case Study 5: The Youngest Victims”. Globe Fearson • Write a diary entry: Ask students to think of a time when they had to face something difficult or scary. Ask them to recall how they felt and how they reacted. Remind students that children had to cope with terrifying situations during the Holocaust. Tell students that you want them to put themselves in a Jewish child’s place in Europe during the Holocaust. Ask them to choose one of the following 3 	<p>Students will identify the fate of most Jewish children during the Holocaust.</p>	<p>Collect and grade Questions</p> <p>Collect and grade journals</p>	<p>6.2b2 6.3f2 6.6a5 6.6b3 6.6d3 6.6e4</p>

	<p>scenarios:</p> <ul style="list-style-type: none"> - a child in hiding - a child in the Warsaw ghetto - a child in Theresienstadt <ul style="list-style-type: none"> • Video: I Never Saw Another Butterfly • Read Janus Korzacz. 	Students will identify Janus Korzacz.		
One Period	<ul style="list-style-type: none"> ◆ Poetry Unit: Prepared by Marie Rozman, English Department, NBTHS ◆ <i>Echoes and Reflections: A multimedia Curriculum on the Holocaust</i>. Lesson five ◆ Cooperative learning groups: Students will read poetry together and discuss the meanings. 	Students will analyze poems and artwork created by children during the Holocaust	Participation Grade	6.2b2 6.3f2
Three Periods	<ul style="list-style-type: none"> • “Mosaic of Victims”, “Sinti and Roma”, “Handicapped”, “Homosexuals”, “Jehovah’s Witnesses”, “Poles”. <i>USHMM</i> • MRC • In cooperative learning groups students will read about a specific group that was targeted by the Nazis. Students will present the story of their specific group to the class orally and visually. 	<p>Students will identify the non-Jewish victims of the Holocaust.</p> <p>Students will investigate the reasons why specific groups of non-Jews became victims of the Nazis including: Gypsies, Soviet prisoners, blacks, Jehovah’s witnesses, the handicapped, and homosexuals and investigate their specific treatment.</p>	<p>Grade all posters and presentations</p> <p>Test or Quiz on victims</p>	6.3f2
Five Periods	<ul style="list-style-type: none"> • Have students define the term ‘resistance’. Distinguish between cultural and armed resistance. As a class, brainstorm the different reasons why Jews would not have resisted. • Echoes and Reflections, Lesson six: Survivor testimony. • Read “Cultural and Spiritual Resistance”. Echoes and Reflections • Show students “Announcement” 	<p>Students will describe the methods used by the Nazis to discourage and reduce resistance and rebellion in occupied territories.</p> <p>Students will recognize several forms of cultural and spiritual resistance that occurred in ghettos and extermination camps.</p>	<p>Class Discussion</p> <p>Class Discussion</p> <p>Collect and Grade worksheets</p> <p>Class Discussion</p>	6.2b3 6.6a5

	<p>by Abba Kovner.</p> <ul style="list-style-type: none"> • Read “Partisans” • Describe ghetto and camp revolts including: The Warsaw Ghetto Uprising and the Sobibor Revolt • Time permitting: show students the movie “Escape From Sobibor” 	<p>Students will discuss the Jewish partisans and resistance fighters</p> <p>Students will gain media literacy skills.</p>	<p>Collect and Grade Worksheets</p> <p>Journal Entry</p>	
<p>Three Periods</p>	<ul style="list-style-type: none"> • Read and discuss “Anna’s Dilemma” <i>The Holocaust and Genocide: A Search for Conscience</i> • Read “The White Rose” by Ellen Switzer. <i>The Holocaust and Genocide: A Search for Conscience</i> • Ask volunteers to provide a brief description of the “Diary of Anne Frank” and “Schindler’s List”. Ask: “What do these stories have in common?” Remind students that each story involves non-Jews who put themselves at risk to help Jews during the Holocaust. Brainstorm a list of pros and cons for helping Jews. • Echoes and Reflections, Lesson seven: Survivor testimony • Read “Those Who Dared to Rescue” and make a list of various forms of rescue by non-Jews. • Read “Raoul Wallenberg: A Brief Biography” • Read “Rescue in Denmark” Tell Them We Remember • Video: “Courage to Care”28 Min 	<p>Students will identify German resistance to Hitler and Nazi rule.</p> <p>Students will describe how non-Jews in Nazi occupied Europe helped Jews during the Holocaust.</p> <p>Students will identify the risks involved when non-Jews helped Jews hide or escape and the moral choices that were made.</p>	<p>Collect and grade worksheets.</p> <p>Class Discussion</p> <p>Class Discussion</p> <p>Journal Entry</p>	<p>6.1a5 6.1a7 6.2a1 6.2b5 6.2c5 6.2d5 6.2e1 6.2e10 6.3b3 6.3g3 6.3f2</p>

Two Periods	<ul style="list-style-type: none"> • Read Case Study 7: World Reaction to the Holocaust. ♦ Video: America and the Holocaust: Deceit and Indifference. 1 hour 	<p>Students will discuss the Allied Powers response to the Holocaust during WWII.</p> <p>Students will examine America’s lack of response to the Holocaust.</p> <p>Students will answer the question, “Where was America during the Holocaust?”</p>	<p>Collect and grade work.</p> <p>Journal Entry</p>	<p>6.3a1 6.3a2 6.4a5</p>
One Period	<ul style="list-style-type: none"> ♦ Invite a guidance counselor to run a group counseling session to process the information and emotions experienced during the study of the Holocaust. See folder in Holocaust resource Center. Group Counseling: Marge Petrillo, NBTHS 	<p>LWDAT experience a group counseling session as an interdisciplinary approach to understanding the Holocaust</p>	<p>Discussion, question answer and participation</p>	<p>6.1 a 1-8 6.2 e1,15 6.3 a, b, c</p>
Two Periods	<ul style="list-style-type: none"> • Read “Liberation” and “Survivors”. Tell Them We Remember • Echoes and Reflections, Lesson eight: Survivor testimony • Read “The Tenth Man” Echoes and Reflections • Read “Return to the Town Beyond the Wall” Prejudice Unleashed, Sec 4, pg 65. Do discussion questions pg 65 • Invite a Holocaust survivor to speak to the class. 	<p>Students will learn about the unique meaning of liberation for Jews at the end of the war in Europe.</p> <p>Students will describe the experiences of Holocaust survivors.</p>	<p>Class Discussion</p> <p>Collect and grade homework</p> <p>Journal Entry</p>	<p>6.3f2</p>
Four Periods	<ul style="list-style-type: none"> • Read “Remembering the Children”. Tell Them We Remember • Read “Student reactions to the Holocaust” Prejudice Unleashed. • Project: Students may choose to complete either assignment. <ul style="list-style-type: none"> - Create a memorial dedicated to the victims of the Holocaust. Draw the memorial or create a model. Include a plaque with a 	<p>Students will identify appropriate ways to remember the Holocaust and its victims.</p>	<p>Class Discussion</p> <p>Grade all projects</p>	<p>6.3f2</p>

	<p>dedication statement and write 1-2 pages explaining your design and why you chose it.</p> <ul style="list-style-type: none"> - Draw or paint a picture and write a poem that represents your feelings about the Holocaust. Write 1-2 pages explaining your picture and poem. <ul style="list-style-type: none"> • Video: Paper Clips 		Journal Entry	
One Period	<ul style="list-style-type: none"> • Ask students to imagine that they are the prosecuting attorneys in an important trial of a recently found Nazi responsible for crimes committed during the Holocaust. Have students write one or two paragraphs of an opening statement that they would use for their trial. Chose volunteers to read theirs to the class. • Work in groups to complete the worksheet “Assessing and Defining Responsibility”. <i>The Holocaust and Genocide: A Search for Conscience</i>. 	<p>LWDAT experience the court’s response to Nazi crimes</p> <p>Students will identify the Nuremberg Trials.</p>	<p>Collect and grade work</p> <p>Participation Grade</p>	<p>6.3f2 6.3e10</p>
Two Periods	<ul style="list-style-type: none"> • Read “Case Study 8: Adolf Eichmann on Trial” Complete questions. • Video: The Trial of Adolf Eichmann 	<p>Students will examine the life and actions of Simon Wiesenthal.</p> <p>Students will examine the process and capture of bringing Adolph Eichmann to trial.</p>	<p>Collect and grade work.</p> <p>Quiz on trials</p>	<p>6.3a1 6.3a7 6.3f2</p>

Two Periods	<ul style="list-style-type: none"> • Play “Sounds of Silence”. Read lyrics. Class Discussion. • View Video: “The Hangman”, a 12-minute animated film based on the poem “Hangman” by Maurice Ogden. Read poem by Ogden. Assign students worksheets from “Prejudice Unleashed”. Discuss answers. • Homework: Read “Apathy and Indifference” Prejudice Unleashed- Write a journal entry in response to one of the quotes. • Write Pastor Niemoller’s quotation on a transparency and discuss the meaning for today’s society. • Read “The Dying Girl That No One Helped” by Loudon Wainwright. <i>The Holocaust and Genocide: A Search for Conscience</i> 	<p>Students will recognize the importance of social responsibility.</p> <p>Students will recognize that one must act against, not just accept injustice.</p> <p>Students will recognize the effects of silence, apathy, indifference and prejudice.</p>	<p>Collect and grade worksheets.</p> <p>Collect and grade homework</p> <p>Class Discussion</p>	<p>6.2e13 6.2e14</p>
One Period	<ul style="list-style-type: none"> • Read “The Milgram ‘Shock’ Experiment” by Stanley Milgram. <i>The Holocaust and Genocide: A Search for Conscience</i> • Video: The Milgram Experiment • Read “Why Johnny (and Adolf) Cannot Disobey by Sarah J. McCarthy 	<p>Examine the positive and negative behaviors associated with obedience, conformity, and silence.</p> <p>Students will understand how a normal person could follow a leader like Hitler.</p>	<p>Collect and grade homework</p>	<p>6.2e11</p>
One Period	<ul style="list-style-type: none"> • Show video ‘The Wave’. Break in the middle of the film. Write an essay in response to the question “Would you continue to be a part of the Wave?” • Discussion, question and answer. 	<p>Students will determine how groups can influence behavior and how leaving an established organization is sometimes difficult.</p>	<p>Collect and grade essay</p>	<p>6.2e11</p>

Four/five Periods	<ul style="list-style-type: none"> Students will research a current day genocide and prepare a research paper of 3-5 pages <p style="text-align: center;">or</p> <ul style="list-style-type: none"> Students will work in cooperative learning groups to research a current day genocide and present their findings to the class. Genocides include: Bosnia-Herzegovina, Indonesian, Bangladesh, Rwanda, Burundi, Cambodia, Iraq 	Students will examine the modern genocides occurring during the last twenty years.	Collect and grade research	6.2e14
Two Periods	<ul style="list-style-type: none"> Read "History and Background of Sudan, Africa" pg 8 "Child Alert: Darfur" Drew University Center for Holocaust Study Complete map activity of Sudan Show students pictures from Darfur. Read "Peter Biro: A Journalist's Diary" Answer questions for homework Show video: "Committee of Conscience: Darfur" USHMM Discuss ways to help the current situation in Darfur. Write a letter to the President asking him to help with the situation in Darfur. Mail the letters to the White House. 	<p>Students will examine the current genocide taking place in Darfur, Sudan.</p> <p>Students will identify ways to help the current situation in Darfur.</p>		6.2e14

Course Description

Dear Teacher,
 I am the survivor of a concentration camp.
 My eyes saw what no man should witness:
 Gas chambers built by LEARNED engineers,
 Children poisoned by EDUCATED physicians,
 Infants killed by TRAINED nurses
 and women and babies shot and burned by HIGH SCHOOL GRADUATES.
 So I am suspicious of education.
 My request is: Help your students become more human.
 Your efforts must never produce learned monsters, skilled Eichmanns.
 Reading, writing, and arithmetic are only important if they serve to make students more human.

Haim Ginot, Teacher and Child, 1972

These words, spoken by Holocaust survivor Haim Ginot, serve to prove a forgotten truth: that under the right conditions, genocide can occur to anyone and anywhere. The perpetrators of the Holocaust were educated men and women whose prejudice and stereotypes resulted in the murder of eleven million people, six million of which were Jews. Their prejudices were not only produced by the lies and propaganda perpetuated by the state but from years of accepting and believing the stereotypes against others. These words speak to the fact that even the educated can hold prejudices and if unchecked can develop into the ultimate crime against humanity. For North Brunswick Township High School, a Blue Ribbon School whose population becomes more diversified every year, these words are especially meaningful.

There are many educational purposes in teaching this course to the students of North Brunswick Township High School. First, we hope to promote a deeper appreciation and respect among our students for people who are different from themselves and therefore to help them function more thoughtfully in our diverse and increasingly complex society. Secondly, students will learn to recognize and embrace the precious values of appreciation and respect for others by showing what happens when disrespect and intolerance occur. Lastly, this course will sharpen students' awareness of the world they live in, help them think critically about the difficulties we all confront, and help them address and hopefully solve problems. The above course also incorporates the New Jersey Cross-Content Workplace Readiness Standards.

COURSE OF STUDY

Dimensions of Prejudice, Genocide, and the Holocaust: Prejudice Reduction

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will gain an understanding that a person's identity consists of many different groups and cultures.</p> <p>Students will gain a perspective about their classmates' diversity.</p>	<p>Chapter 1, Reading Two: Multiple Identities pgs 6-9, <i>Facing History: The Genocide of the Armenians</i>.</p>	<ul style="list-style-type: none"> • Read the poem "Two Voices". • Class Discussion • Generate list of different groups that make up one's identity • Have each student create a poster displaying their identity and present it to the class. 	<p>Class Discussion</p> <p>Poster/Oral Presentation</p>	<p>2 days</p>	<p>6.2 a1 6.2 a4 6.2 e 1 6.2 e15</p>
<p>Students will identify the terms: stereotype, prejudice, discrimination, scapegoating, racism, Anti- Semitism, Sexism, etc.</p> <p>Students will identify the stereotypes they hold about groups that are different than themselves</p> <p>LWDAT assess the influences of TV characters and personalities in perpetuating stereotypes.</p>	<p>Handout: Definition of concepts</p> <p>ADL: Being Fair and Being Free: Activity Six</p> <p>Teacher created materials</p> <p>Clips from various television shows/ movies</p>	<ul style="list-style-type: none"> • Have students create definitions for prejudice, stereotype, and discrimination. • Use definition sheet of Prejudice, Racism, Scapegoating, etc. • Show students pictures of different groups of people and have students create generalizations about these people. Discuss these generalizations. • Show students clips from various television shows and movies. Class discussion on influence of media. 	<p>Class Discussion</p> <p>Completion of assignments</p> <p>Class Discussion</p> <p>Collect and grade worksheets</p>	<p>1 day</p> <p>1 day</p>	<p>6.2 a1 6.2 a4 6.2 e 1 6.2 e15</p>

<p>Students will identify the labels and stereotypes assigned to themselves and will analyze how their school/ community is affected by stereotypes</p>	<p>Teacher created materials</p> <p>ADL: Being Fair and Being Free: Activity Eight</p>	<ul style="list-style-type: none"> • Ask students to think about the possible labels that they are assigned and this makes them feel. • Complete Activity 8 Questionnaire. Discuss answers. • Students can distribute a survey to classmates outside of this class and write an essay analyzing the social climate of the high school/community 	<p>Class Discussion</p> <p>Collect and grade worksheets</p> <p>Essay on social climate of high school</p>	<p>1 day</p>	<p>6.2 a1 6.2 a4 6.2 e 1 6.2 e15</p>
<p>Students will learn that stereotyping often results from and leads to prejudice and bigotry.</p>	<p>“Prejudice and Dislike” by David Shiman <i>The Holocaust and Genocide: The Betrayal of Humanity</i>. NJ Commission on Holocaust Education</p> <p>“The Greenies” by William Goodykoontz Rabinsky, Leatrice and Carol Danks, eds. <i>The Holocaust: Prejudice Unleashed</i>. State of Ohio, 1994</p>	<ul style="list-style-type: none"> • Read “Prejudice and Dislike” by David Shiman. <i>The Holocaust and Genocide</i>. Discuss the difference between prejudice and dislike. • Read “The Greenies” by William Goodykoontz. <i>Prejudice Unleashed</i>. Sec 2, page 12. Worksheet pages 13-16. • Discuss the origins of prejudice. 	<p>Class Discussion</p> <p>Collect and grade worksheets</p>	<p>1 day</p>	<p>6.2 a1 6.2 a4 6.2 e 1 6.2 e15</p>
<p>Students will learn that unchecked prejudice and bigotry leads to discrimination, violence, and in extreme cases, genocide.</p> <p>Students identify the term genocide.</p>	<p>Teacher made materials</p> <p>ADL: Being Fair and Being Free: Activities 13 & 14</p> <p>“Genocide” <i>The Holocaust and</i></p>	<ul style="list-style-type: none"> • Students get together in groups and act out different scenarios of discrimination. The class will decide which type of discrimination is being presented. Class Discussion to follow. • Complete ADL worksheets on scapegoating and vandalism. Class Discussion to follow 	<p>Class Participation</p> <p>Collect and grade worksheets</p> <p>Class Discussion</p>	<p>3 days</p>	<p>6.2 a1 6.2 a4 6.2 e 1 6.2 e15</p>

	<p><i>Genocide: The Betrayal of Humanity.</i> Volume II. Pg758-759. NJ Commission on Holocaust Education</p> <p>Echoes and Reflections: A multimedia Curriculum on the Holocaust. Lesson 1</p>	<ul style="list-style-type: none"> • Have the class develop their own definition of genocide. Compare this definition to the UN's. • Read "Genocide" and use the Genocide definition transparency to review the different definitions as a class. 	<p>Class Discussion</p> <p>Multiple Choice, True/False, short Answer Test on Prejudice, Discrimination, scapegoating, etc.</p>		
Students will gain media literacy skills.	<p>Movie: Babe or Movie: Crash</p> <p>(Depending on maturity level of the students in the class)</p>	<ul style="list-style-type: none"> • Students will watch the movie and write an essay in response to the images of stereotyping, prejudice, discrimination 	Essay on movie	3 days	6.2 a1 6.2 a4 6.2 e 1 6.2 e15

Dimensions of Prejudice, Genocide, and the Holocaust: Armenian Genocide

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will describe the geography of the Armenian Plateau</p> <p>Students will describe the origins and early history of the Armenian people.</p> <p>Students will describe the introduction of Christianity into Armenia.</p>	<p>California State Board of Education’s <i>Model for Human Rights and Genocide</i>, pg 32, Copyright 1987 by the California State Department of Education, P.O. Box 271, Sacramento, CA 95802-221. (Model Curriculum) Pg 13-35 (odd pages)</p>	<ul style="list-style-type: none"> • Show students Adolf Hitler quotation: “After all who remembers the genocide of the Armenians?” Discuss the quote. • Read pages 17-25 of the Model Curriculum • Study vocabulary on page 25. • Complete worksheets pages 27-35. • Discussion, question and answer • Map work 	<p>Class Discussion</p> <p>Collect and Grade worksheets</p> <p>Grade class participation</p>	<p>1 day</p>	<p>6.3e10 6.6b 6.6d 6.6e10</p>
<p>Students will identify how the Armenian genocide was implemented.</p> <p>Students will examine how wartime makes minority populations vulnerable.</p>	<p><i>Model Curriculum for Human Rights and Genocide</i>. Pg. 41-47</p>	<ul style="list-style-type: none"> • Ask students to consider what happens to a nation during wartime. Brainstorm responses and put them on the board. Refer to genocide of Armenians. • Read pages 41-47 of Model Curriculum. Discussion, question and answer 	<p>Collect and Grade Worksheets</p>	<p>1 day</p>	<p>6.3e10</p>
<p>Students will use multiple sources- photograph, maps,</p>	<p>Armin T. Wegner’s photographs of the</p>	<ul style="list-style-type: none"> • Show students pictures of the Armenian Genocide. 	<p>Class Participation</p>	<p>1 day</p>	<p>6.3e10</p>

<p>and primary documents- to inform their understanding of the Armenian Genocide.</p>	<p>Armenian Genocide (http://armenian-genocide.org/photo-wegner.html)</p> <p>Chapter Five, Reading 2: “Under the Cover of War”. <i>Facing History: The Genocide of the Armenians.</i></p>	<ul style="list-style-type: none"> • Have students read “Under the Cover of War” and have students underline words or phrases that resonate with them. • Have students complete a “Graffiti Board”- a wall with paper and markers or a blank chalkboard and have students fill the space with words, phrases, images, questions or ideas that the photos and reading have surfaced. When completed discuss what is written. In discussion, ask “How do you stop this from happening during wartime?” “Are human rights violations, at home, inevitable during a time of war?” 	<p>Journal Entry</p>		
<p>Students will analyze choices made by the United States and its representatives during the Armenian Genocide.</p> <p>Students will identify what happened to the survivors of the Armenian genocide and the establishment of Armenia.</p>	<p>Facing History: The Genocide of the Armenians</p> <p><i>Model Curriculum for Human Rights and Genocide.</i> Pg. 63-82</p> <p>Video: The Armenian Genocide. (25 Minutes) Atlantis Productions, Inc.</p>	<ul style="list-style-type: none"> • Journal Entry: Reflect about a time when you saw or were aware of an injustice but did not try to stop it. Describe the situation and try to remember why you responded the way you did. • Think, Pair, Share • Read “The American Ambassador in Constantinople” Discuss the choices of Morgenthau and America’s reaction to his warnings. • Homework: Read Model Curriculum pg 63-82 and complete questions 	<p>Journal Entry</p> <p>Class Participation</p> <p>Collect and Grade Questions</p> <p>Test or Quiz on Armenian Genocide</p>	<p>2 days</p>	<p>6.3e10</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Native American Genocide

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will examine American Indian life prior to European occupation.</p>	<p>Maps of American tribes in the Americas. Champagne, Duane, (ed.) <i>The Native North American Almanac</i>, Detroit, Gale Research Inc. 1994.</p>	<ul style="list-style-type: none"> • Read “Major Culture Areas” and complete a graphic organizer to examine the major differences with the various tribes in the six primary cultural areas and the geographic considerations for these differences. Discuss. • Examine maps. Ask students to imagine how many different languages were within the Northeast region of the present day United States. Ask students how they would respond to someone stating that the New World was an “empty land”? 	<p>Reading Knowledge Discussion, question and answer</p>	<p>1 day</p>	<p>6.4b 6.4c 6.4d</p>
<p>Students will identify the various reasons why the Europeans found North America so vital.</p> <p>Students will examine the physical genocidal activities that were carried out to eliminate the American Indians.</p>	<p>“The Right of Discovery” Gibson, Michael. <i>The American Indian</i>. New York: G.P. Putnam and Sons, 1974.</p>	<ul style="list-style-type: none"> • Discuss the various reasons why Europeans sought to colonize North America. Discuss the issue of “The Right of Discovery”. • Read the article from Gibson: “Indians Claim Italy by right of discovery”. Discuss if Columbus had the right of discovery and thereby the right to give possession of America to Europe. ◆ Consult with another teacher and engineer “possession” of your class by “right of discovery”. Preferably plan this with a teacher who is teaching in a higher grade level so that the subject matter is entirely unfamiliar to your 	<p>Discussion, Question, and Answer</p>	<p>1 day</p>	<p>6.4b 6.4c 6.4d 6.4f</p>

		<p>students. The teacher will enter your class and claim ownership by right of discovery, reorganize the classroom (seating charts, desk arrangements) and begin teaching the new material for which your students will be told that they are responsible (Calculus for example). The new material represents new ways of doing things or different moral behaviors, etc. putting them in the same position as the indigenous peoples subsequent to the time of first contact The intent is to frustrate and confuse your students, putting them in the same position as the indigenous peoples subsequent to the time of first contact. As a class discuss the students reaction to being taken over. How do they think the Indians must have felt when the Europeans landed?</p> <p>◆ Background readings for homework</p>	<p>Journal Entry</p> <p>Collect and grade homework</p>		
Students will examine the cultural/spiritual activities that were carried out to eliminate the Native Americans.	Champagne, Duane, (ed.) <i>The Native North American Almanac</i> , Detroit, Gale Research Inc. 1994.	<ul style="list-style-type: none"> • Readings on “Kid Catching” policies on the Navaho Reservation. Have the students assume the role of a kidnapped child and write a letter home describing their feelings and experiences. • Discuss the role of religion in American Indian society. • Read “The Promised Land” Answer Questions for discussion. 	<p>Discussion</p> <p>Collect and grade homework</p>	1 day	6.2e 6.2e10 6.2e11 6.2e13 6.2e14 6.4d
Students will evaluate the	Larsen, Chuck. An	<ul style="list-style-type: none"> • Write the words Thanksgiving 	Class Discussion	1 day	6.4b

<p>impact of the American Indian genocide on American Culture and History.</p>	<p>Introduction for Teachers and A Thanksgiving Prayer from Iroquois (Seneca) People. From “<i>Woodland Indians Kit</i>” Woodland Indians Kit developed by Roger Fernandes and Cathy Ross. Curriculum Associates Northwest, 5715 58th Avenue NE, Seattle, Washington 98105</p>	<p>Day on the board. Then have each student write a list of adjectives that describe the holiday and its importance. Create a class list by combining the individual lists and discuss this composite list with the class. Then write above the list the word myth, discuss its meaning and what it implies when considered in relation to the class list.</p> <ul style="list-style-type: none"> • Have the students read Larsen’s introduction and then create a new class list based on the reading. Compare the two lists. Discuss the similarities and differences between them. • Discuss if it is possible to teach young children the ‘real’ Thanksgiving story. How can it happen? 	<p>Journal Entry</p>		
<p>Students will evaluate the impact of the American Indian genocide on American Culture and History.</p>	<p>Churchill, Ward. Indians are Us? Culture and Genocide in Native North America. Monroe, Maine. Common Courage Press, 1994.</p>	<ul style="list-style-type: none"> • Present a scenario: A new major league baseball team (football team, basketball team) is coming to your city. The owners of that team have asked the students in the class to come up with the new name. Each student will make a suggestion; the class will choose the best name. Discuss with the class what they feel are the best types of names for sports teams and how and why they chose the name they did. • Read excerpted material from Churchill and Utter and initiate a class discussion in regarding the similarities and differences 	<p>Class Participation</p>	<p>1 day</p>	<p>6.4a 6.4b 6.4c</p>

		<p>between existing sports team names fit the criteria for a good sports team as defined by the class.</p> <ul style="list-style-type: none">• After the discussion have the students write a short paragraph discussing the two images (the cartoon image from Der Stermer in 1933 and the logo from the Cleveland Indians Baseball team in 1993)	Journal Entry		
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Dimensions of Prejudice, Genocide, and the Holocaust: Introduction to the Holocaust

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will identify their previous knowledge about the Holocaust.</p> <p>Students will define the term “Holocaust”</p> <p>Students will gain a general overview of Holocaust knowledge and assess the chronology of Holocaust events.</p>	<p>Teacher made materials</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson one</p> <p>“Overview of the Holocaust” <u>The Holocaust</u> by Globe Fearson</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Glossary</p>	<ul style="list-style-type: none"> • Have students complete a KWL chart on the Holocaust. • Students will create a definition of the term “Holocaust”. Use the transparency “Holocaust Definitions” to adequately define the term. • Read “Overview of the Holocaust” and discuss the timeline. • Distribute a glossary of Holocaust terms to the students to be referenced throughout their study. 	<p>Class Discussion</p> <p>Completion of Assignments</p>	<p>2 days</p>	<p>6.1a5 6.2b3 6.4a</p>
<p>Students will identify that the people that died in the Holocaust were real people and not merely statistics.</p>	<p>Family pictures brought in by the students and pictures of victims before the Holocaust</p>	<ul style="list-style-type: none"> • Have students bring in their favorite pictures from vacations, family gatherings, etc. Have them explain why they brought those specific pictures in to the class. Show students pictures of victims’ family and vacation pictures to make the connection that the victims were regular people like the students. 	<p>Class Participation</p>	<p>½ day</p>	<p>6.1a5 6.2b3 6.4a</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Anti-Semitism

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>SWDK of Judaism.</p> <p>Students will define anti-Semitism and explore its origins.</p>	<p>“What is a Jew?” by Philip Roth. <i>The Holocaust and Genocide: The Betrayal of Humanity</i>. Volume I. Pg 201. NJ Commission on Holocaust Education</p> <p>“Quotations by Germans Pertaining to the Holocaust” Rabinsky, Leatrice and Carol Danks, eds. <i>The Holocaust: Prejudice Unleashed</i>. State of Ohio, 1994</p> <p>Video: The Longest Hatred</p>	<ul style="list-style-type: none"> • Read “What is a Jew?” by Philip Roth. Answer Questions for Discussion • Read and outline “Religious and Racial Anti-Semitism” by Milton Meltzer. Review outlines. • Read “Quotations by Germans Pertaining to the Holocaust”, Sec 2 pages 25-27 • Show first part of “The Longest Hatred.” 	<p>Completion of assignment</p> <p>Class Discussion</p> <p>Collect and grade outlines</p> <p>Collect and grade assignments</p>	<p>1 day</p> <p>½ day</p> <p>1 day</p>	<p>6.1a5</p> <p>6.2b3</p> <p>6.4a</p>
<p>Students will identify stereotypes that are commonly assigned to Jews.</p>	<p>“The Things They Say Behind Your Back: Stereotypes about Jews” by William Helmreich. <i>The Holocaust and Genocide: The Betrayal of Humanity</i>. Volume I. Pg 204. NJ Commission on Holocaust</p>	<ul style="list-style-type: none"> • Divide students into groups of 2-3 three. Students will complete a jigsaw activity while reading “The Things They Say Behind Your Back: Stereotypes about Jews” by William Helmreich. Complete graphic organizer. 	<p>Class Participation.</p> <p>Completion of Assignments</p>	<p>1 day</p>	<p>6.1a5</p> <p>6.2b3</p> <p>6.4a</p>

	Education				
LWDAT discuss Anti-Semitism in America and the dangers of scapegoating. LWDAT define Anti-Semitism, conspiracy, desecrate, lynch, scapegoat, and Yellow Journalism	Carnes, Jim. <i>Us And Them: A History of Intolerance.</i> Teaching Tolerance	<ul style="list-style-type: none"> • Read “The Ballad of Leo Frank” <i>Us and Them: A History of Intolerance.</i> • Video: The Ballad of Leo Frank. • Write a short paper answering the following question: “Have you ever participated in scapegoating anyone else?” • Invite a local Rabbi to lead your class in a discussion of current problems and issues that concern the Jewish Community. Prepare a list of questions for discussion • Write to the Anti-Defamation League of B’nai Brith to request their latest report on Anti-Semitism in America. Address: Anti-Defamation League, 823 UN Plaza, NY 10017 	<p>Read and grade essay.</p> <p>Assign participation and homework grade.</p> <p>Grade presentations and research.</p>	2 days	6.1a5 6.2b3 6.2e10
Students will gain media literacy skills.	Video: School Ties	<ul style="list-style-type: none"> • Show students the film “School Ties”, a film about a Jewish teenager in a Christian Prep School and the Anti-Semitism that he encounters. 	Journal Entry	3 days	6.1a5 6.2b3 6.4a

Dimensions of Prejudice, Genocide, and the Holocaust: Jewish Life before the Holocaust

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will describe the Jewish world before the Holocaust.</p> <p>Students will identify what roles Jews played in different countries in which they settled.</p>	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson two</p> <p><i>Historical Case Studies: The Holocaust.</i> Upper Saddle River, NJ. Globe Fearson Publishing, 1997.</p> <p><u>The Holocaust Maps and Photographs</u> by Martin Gilbert</p>	<ul style="list-style-type: none"> • Ask students what they thought life was like in Germany before Hitler’s rise to power. • Show students first three interviews from Part 1 of Visual History Testimony: Anti-Semitism. Ask students to compare what they heard to what they answered previously. • Read Case Study 1, pages 5-22. Answer questions and complete graphic organizer. • Read <u>The Holocaust: Map and Photographs</u> pg. 2,4,6 to evaluate Jewish life before the Holocaust. • Show students the last three interviews from Part 1 of Visual History Testimony: Anti-Semitism and discuss life after Hitler’s rise to power in Germany. 	<p>Grade Questions.</p> <p>Class Discussion</p> <p>Test or Quiz on Anti-Semitism and Jewish Life Before the Holocaust</p>	<p>2 days</p>	<p>6.3</p> <p>6.e2</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Nazi Germany/ Anti-Jewish Policies

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will identify how the Nazis rose to power in the 1920's and 1930's.</p>	<p>Teacher made materials</p>	<ul style="list-style-type: none"> Lecture on how the Nazis came to power. 	<p>Class Discussion</p>	<p>1 day</p>	<p>6.3f2</p>
<p>Students will identify the techniques of effective propaganda.</p> <p>Students will examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.</p> <p>Students will consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.</p>	<p>“Nazi Propaganda and Citizenship” Bachrach, Susan D. <i>Tell Them We Remember: The Story of the Holocaust</i>. Boston: Little, Brown 1994</p> <p>“The Techniques of Propaganda” <i>The Holocaust and Genocide: The Betrayal of Humanity</i>. Volume I. Pg 320. NJ Commission on Holocaust Education</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust</i>. Lesson 2</p> <p>Video: Hitler Youth</p>	<ul style="list-style-type: none"> Read “Nazi Propaganda and Citizenship” as a class. Students will read “The Techniques of Propaganda” Class Discussion. Ask students if they see examples of propaganda in their daily lives. Show students pictures of propaganda in favor of the Nazi party. Show students video clips of survivors describing Anti-Jewish propaganda. Show students examples of Anti-Semitic propaganda from “Echoes and Reflections”. Class Discussion. Show students first half of the video “Hitler Youth”. Class Discussion on the importance of influencing children. Show students scenes from Leni Riefenstahl’s “Triumph of the Will”. Class Discussion.. 	<p>Class Discussion.</p> <p>Completion of worksheets and homework.</p> <p>Quiz on techniques of propaganda</p>	<p>3 days</p>	<p>6.3f2</p>

	Video: Triumph of the Will				
Students will identify the Nazis Anti-Jewish policies.	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson 3</p> <p>USHMM</p> <p>“Race Defilement”</p> <p><i>The Holocaust and Genocide: A Search for Conscience.</i> Pg 84.</p>	<ul style="list-style-type: none"> Students will complete the handout “What Rights Are Important to Me?” Class Discussion Read “Nazi Germany and Anti-Jewish Policy” from Echoes and Reflections. Answer questions for discussion. Show students survivor testimony from Echoes and Reflections. Show students the USHMM diagram of Michlinges. Homework: Complete worksheet “Race Defilement” 	<p>Class Discussion</p> <p>Collect and Grade Worksheets</p> <p>Collect and grade worksheets</p>	1 Day	6.3f2
Students will identify Kristallnacht and why it happened.	<p>“The Night of Broken Glass” by Gerald Green <i>The Holocaust and Genocide: A Search for Conscience.</i> Pg 88.</p>	<ul style="list-style-type: none"> KWL Chart: Kristallnacht Read “The Night of Broken Glass” by Gerald Green. Answer questions for discussion. Show students pictures taken of Kristallnacht. Have students write an editorial for a newspaper as if they witnessed Kristallnacht. 	<p>Class Discussion</p> <p>Collect and grade editorials</p>	1 day	6.3f2
<p>Students will describe the desperate search for a country of refuge by victims of the Holocaust.</p> <p>Students will explain the Evian Conference.</p> <p>Students will describe the voyage of the St. Louis.</p>	<p>“David Rosenstein’s Dilemma” <i>The Holocaust and Genocide: The Betrayal of Humanity.</i> Volume I. Pg 412. NJ Commission on Holocaust Education</p>	<ul style="list-style-type: none"> Read “David Rosenstein’s Dilemma” Answer questions for discussion Show survivor video testimony describing the struggle to flee Germany. Read “The Evian Conference” and “The Voyage of the St. Louis” Discuss America’s role in the Evian Conference. Complete Activity Sheet 16: 	<p>Class Discussion</p> <p>Collect and grade worksheets</p> <p>Quiz or Test on Nazi</p>	1 day	6.2b2 6.3f2 6.4f3 6.6a5 6.6b3 6.6d5 6.6e4

	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson 3. Part 3.</p> <p><i>Historical Case Studies: The Holocaust.</i> Upper Saddle River, NJ. Globe Fearson Publishing, 1997</p>	Interpreting a Political Cartoon.	Germany		
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Dimensions of Prejudice, Genocide, and the Holocaust: Ghettoization

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will empathize with having one’s possessions taken away.</p> <p>Students will describe the process of ghettoization, survival, life and death in the ghettos.</p> <p>Students will identify the aims of the Nazis in establishing ghettos.</p> <p>Students will analyze primary source documents from the ghettos.</p>	<p>Teacher made materials</p> <p>Map of North Brunswick</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson 4</p> <p><i>Historical Case Studies: The Holocaust.</i> Upper Saddle River, NJ. Globe Fearson Publishing, 1997</p> <p>“Calorie Tally” <i>Life Unworthy of Life.</i> Bolkosky, Dr. Sidney.</p>	<ul style="list-style-type: none"> • Have students imagine being forced from their homes and they can only take 20 pounds worth of their most precious possessions. • Explain the process of ghettoization. Show students a map of North Brunswick and circle one square mile of the city to represent a ghetto. • Show students survivor testimony from Echoes and Reflections about living in the ghettos. • Read Case Study 3 in <i>Historical Case Studies, The Holocaust.</i> Answer questions for discussion. • Show students pictures from the ghettos and read “Excerpts from the Diary of Dawid Sierakowiak” • Show students “Calorie Tally” and ask them to tally what they have had that day to eat. Compare this to the number of calories that Jews received in the ghetto. 	<p>Oral Discussion</p> <p>Oral Discussion</p> <p>Collect and grade worksheets</p>	<p>2 days</p>	<p>6.1a5 6.2b3 6.2d5 6.2e10 6.2e11 6.2e13 6.2e14</p>
<p>Students will identify the purpose of the Judenrat.</p>	<p>“The Judenrat Government” by Bea Stadler <i>The Holocaust and Genocide: A Search for Conscience.</i> Pg 94</p>	<ul style="list-style-type: none"> • Read “The Judenrat Government” by Bea Stadler. Answer questions for discussion. • Students will be divided into groups and will participate in a simulation in which they must act out the role of Judenrat. 	<p>Oral Discussion</p> <p>Participation grade and journal entry</p>	<p>2 days</p>	<p>6.1a5 6.2b3 6.2d5 6.2e10 6.2e11 6.2e13 6.2e14</p>

	“Judenrat: A Simulation”				
Students will gain media literacy skills.	Video: The Pianist or Video: Jakob the Liar	<ul style="list-style-type: none"> Show either video depending on time and maturity level of students. 	Journal entry	3 days	6.1a5 6.2b3 6.2d5 6.2e10 6.2e11 6.2e13 6.2e14

Dimensions of Prejudice, Genocide, and the Holocaust: The Final Solution

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will define and explain the plans for the “Final Solution”</p> <p>Students will describe the process of dehumanization.</p> <p>LWDAT explain the planning, functioning and conditions of the transport trains to the concentration and death camps.</p> <p>Students will identify Elie Wiesel and will read his memoir “Night”.</p> <p>Students will gain a geographic knowledge of the location of concentration and death camps.</p>	<p>Teacher Made Materials</p> <p>“The Mobile Killing Squads”, “The Wannsee Conference and The Final Solution”, “Deportations Bachrach, Susan D. <i>Tell Them We Remember: The Story of the Holocaust.</i> Boston: Little, Brown 1994</p> <p>Video: Joseph Shultz</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson five</p> <p>“A “Normal” Day at Auschwitz” <i>Life Unworthy of Life.</i> Bolkosky, Dr. Sidney</p> <p>Copies of “Night”</p>	<ul style="list-style-type: none"> • Lecture on the Progression of the Final Solution • Read and discuss “The Mobile Killing Squads”. Discuss the type of people who were involved in the Einsatzgruppen. • Video: Joseph Shultz • “The Wannsee Conference and The Final Solution”, “Deportations”, and “On the train” • Show students survivor testimony about arrival and life in the death camps. Answer questions for discussion. • Read “A “Normal” Day at Auschwitz”. Answer Questions for Discussion. • Have students read “Night”. Class Discussion • Read and discuss, answer questions to Maps and Globes, pages 15-26, 33-38 • Show video: “Oprah Visits Auschwitz” 	<p>Oral Discussion</p> <p>Journal Entry</p> <p>Collect and grade worksheets</p> <p>Collect and grade worksheets</p> <p>Discussion, Check for reading quiz, packet with questions</p>	<p>5 days</p>	<p>6.2e10 6.2e14 6.3f2 6.6a5 6.6b3 6.6d3 6.6e4</p>

	<p>Gilbert, Martin. <i>Maps and Photographs of the Holocaust.</i></p> <p>Video: Oprah Visits Auschwitz</p>				
<p>Students will conduct research on a specific concentration camp.</p>	MRC	<ul style="list-style-type: none"> • Suggestions for projects: <ul style="list-style-type: none"> - Photojournalism Project: Students will conduct independent research on a concentration camp and provide information and pictures about it in a magazine. - Group Project: In cooperative learning groups research one of the six death camps and prepare a poster with all the information displayed. Present your knowledge verbally to the class. 	<p>Collect and Grade magazines</p> <p>Grade all posters and presentation grades.</p> <p>Test on Death Camps</p>	2-3 days	<p>6.2e14</p> <p>6.3f2</p>

Dimensions of Prejudice, Genocide, and the Holocaust: The Victims

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will identify the fate of most Jewish children during the Holocaust.</p> <p>Students will identify Janus Korzac.</p>	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson ten</p> <p><i>Historical Case Studies: The Holocaust.</i> Upper Saddle River, NJ. Globe Fearson Publishing, 1997</p> <p>Video: Butterfly, based upon the poem of Pavel Friedman</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson ten</p>	<ul style="list-style-type: none"> Show students Geneva’s Rights of the Child. Ask which rights the Nazis violated. Point out this document was written before the Holocaust. Read and discuss “Case Study 5: The Youngest Victims”. Globe Fearson. Pages 65-74 Write a diary entry: Ask students to think of a time when they had to face something difficult or scary. Ask them to recall how they felt and how they reacted. Remind students that children had to cope with terrifying situations during the Holocaust. Tell students that you want them to put themselves in a Jewish child’s place in Europe during the Holocaust. Ask them to choose one of the following 3 scenarios: <ul style="list-style-type: none"> a child in hiding a child in the Warsaw ghetto a child in Theresienstadt Video: I Never Saw Another Butterfly Read Janus Korzac. 	<p>Collect and grade Questions</p> <p>Collect and grade journals</p>	<p>2 days</p>	<p>6.2b2 6.3f2 6.6a5 6.6b3 6.6d3 6.6e4</p>
<p>Students will analyze poems and artwork created by children during the Holocaust</p>	<p>Poetry Unit: Prepared by Marie Rozman, English</p>	<ul style="list-style-type: none"> Cooperative learning groups: Students will read poetry together and discuss the meanings. 	<p>Participation Grade</p>	<p>1 day</p>	<p>6.2b2 6.3f2</p>

	<p>Department, NBTHS</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson five</p>				
<p>Students will identify the non-Jewish victims of the Holocaust.</p> <p>Students will investigate the reasons why specific groups of non-Jews became victims of the Nazis including: Gypsies, Soviet prisoners, blacks, Jehovah's witnesses, the handicapped, and homosexuals and investigate their specific treatment.</p>	<p>"Mosaic of Victims", "Sinti and Roma", "Handicapped", "Homosexuals", "Jehovah's Witnesses", "Poles". <i>USHMM</i></p> <p>Bachrach, Susan D. <i>Tell Them We Remember: The Story of the Holocaust.</i> Boston: Little, Brown 1994.</p> <p>MRC</p>	<ul style="list-style-type: none"> In cooperative learning groups students will read about a specific group that was targeted by the Nazis. Students will present the story of their specific group to the class orally and visually. 	<p>Grade all posters and presentations</p> <p>Test or Quiz on victims</p>	2-3 days	6.3f2

Dimensions of Prejudice, Genocide, and the Holocaust: Jewish Resistance

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will describe the methods used by the Nazis to discourage and reduce resistance and rebellion in occupied territories.</p> <p>Students will recognize several forms of cultural and spiritual resistance that occurred in ghettos and extermination camps.</p>	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson six</p>	<ul style="list-style-type: none"> • Have students define the term ‘resistance’. Distinguish between cultural and armed resistance. As a class, brainstorm the different reasons why Jews would not have resisted. • Show students survivor testimony of cultural and spiritual resistance. • Read “Cultural and Spiritual Resistance”. Answer questions for discussion 	<p>Class Discussion</p> <p>Class Discussion</p> <p>Collect and Grade worksheets.</p>	<p>1 day</p>	<p>6.2b3 6.6a5</p>
<p>Students will discuss the Jewish partisans and resistance fighters</p>	<p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust.</i> Lesson six</p>	<ul style="list-style-type: none"> • Show students “Announcement” by Abba Kovner. Discuss the statement. • Show students survivor testimony of armed resistance. • Read “Partisans”- Answer Questions and Discuss. • Describe ghetto and camp revolts including: The Warsaw Ghetto Uprising and the Sobibor Revolt. 	<p>Class Discussion</p> <p>Collect and Grade Worksheets</p>	<p>1 day</p>	<p>6.2b3 6.6a5</p>
<p>Students will gain media literacy skills.</p>	<p>Video: Escape from Sobibor</p>	<ul style="list-style-type: none"> • Time permitting: show students the movie “Escape From Sobibor” 	<p>Journal Entry</p>	<p>3 days</p>	<p>6.2b3 6.6a5</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Non-Jewish resistance and rescue

	MANIPULATIVES				
<p>Students will discuss the Allied Powers response to the Holocaust during WWII.</p> <p>Students will examine America's lack of response to the Holocaust.</p> <p>Students will answer the question, "Where was America during the Holocaust?"</p>	<p><i>Historical Case Studies: The Holocaust.</i> Upper Saddle River, NJ. Globe Fearson Publishing, 1997</p> <p>Video: America and the Holocaust: Deceit and Indifference</p>	<ul style="list-style-type: none"> • Read Case Study 7: World Reaction to the Holocaust. Complete Questions for discussion. • Video: America and the Holocaust: Deceit and Indifference. 1 hour 	<p>Collect and grade work.</p> <p>Journal Entry</p>	<p>2 days</p>	<p>6.3a1 6.3a2 6.4a5</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Survivors and Liberation/ Remembrance

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will learn about the unique meaning of liberation for Jews at the end of the war in Europe.</p> <p>Students will describe the experiences of Holocaust survivors.</p>	<p>“Liberation” and “Survivors” Bachrach, Susan D. <i>Tell Them We Remember: The Story of the Holocaust</i>. Boston: Little, Brown 1994</p> <p><i>Echoes and Reflections: A multimedia Curriculum on the Holocaust</i>. Lesson eight</p>	<ul style="list-style-type: none"> • Read “Liberation” and “Survivors”. Discuss. • Show survivor testimony of liberation. • Read “The Tenth Man” Class Discussion • Read “Return to the Town Beyond the Wall” Prejudice Unleashed, Sec 4, pg 65. Do discussion questions pg 65 • Invite a Holocaust survivor to speak to the class. 	<p>Class Discussion</p> <p>Collect and grade homework</p> <p>Journal Entry</p>	<p>2 days</p>	<p>6.3f2</p>
<p>Students will identify appropriate ways to remember the Holocaust and its victims.</p>	<p>“Remembering the Children” Bachrach, Susan D. <i>Tell Them We Remember: The Story of the Holocaust</i>. Boston: Little, Brown 1994</p> <p>Rabinsky, Leatrice and Carol Danks, eds. <i>The Holocaust: Prejudice Unleashed</i>. State of Ohio, 1994</p> <p>Video: Paper Clips</p>	<ul style="list-style-type: none"> • Read “Remembering the Children”. Tell students there are many different ways to interpret the material they have learned. • Read “Student reactions to the Holocaust” Class Discussion. • Project: Students may choose to complete either assignment. <ul style="list-style-type: none"> - Create a memorial dedicated to the victims of the Holocaust. Draw the memorial or create a model. Include a plaque with a dedication statement and write 1-2 pages explaining your design and why you chose it. - Draw or paint a picture and write a poem that represents 	<p>Class Discussion</p> <p>Grade all projects</p>	<p>1 day</p>	<p>6.3f2</p>

		<p>your feelings about the Holocaust. Write 1-2 pages explaining your picture and poem.</p> <ul style="list-style-type: none">• If time allows- Video: Paper Clips		3 days	
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Dimensions of Prejudice, Genocide, and the Holocaust: Justice/ War Crimes Trials

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>LWDAT experience the court's response to Nazi crimes</p> <p>Students will identify the Nuremberg Trials.</p>	<p>“Assessing and Defining Responsibility” <i>The Holocaust and Genocide: A Search for Conscience</i>. Pg 180-183</p>	<ul style="list-style-type: none"> Ask students to imagine that they are the prosecuting attorneys in an important trial of a recently found Nazi responsible for crimes committed during the Holocaust. Have students write one or two paragraphs of an opening statement that they would use for their trial. Chose volunteers to read theirs to the class. Work in groups to complete the worksheet “Assessing and Defining Responsibility”. 	<p>Collect and grade work</p> <p>Participation Grade</p>	<p>1 day</p>	<p>6.3f2 6.3e10</p>
<p>Students will examine the life and actions of Simon Wiesenthal.</p> <p>Students will examine the process and capture of bringing Adolph Eichmann to trial.</p>	<p><i>Historical Case Studies: The Holocaust</i>. Upper Saddle River, NJ. Globe Fearson Publishing, 1997</p> <p>Video: Landmark War Crimes Trials: The Trial of Adolf Eichmann</p>	<ul style="list-style-type: none"> Read “Case Study 8: Adolf Eichmann on Trial” Complete questions. Video: The Trial of Adolf Eichmann 	<p>Collect and grade work.</p> <p>Quiz on trials</p>	<p>2 days</p>	<p>6.3a1 6.3a7 6.3f2</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Holocaust Denial

Dimensions of Prejudice, Genocide, and the Holocaust: Prejudice Reduction

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will recognize the importance of social responsibility.</p> <p>Students will recognize that one must act against, not just accept injustice.</p> <p>Students will recognize the effects of silence, apathy, indifference and prejudice.</p>	<p>CD: <i>The Sounds of Silence</i>, Simon and Garfunkel</p> <p>Video: “The Hangman”. Social Studies School Service, 10200 Jefferson Blvd. Room J. P.O. Box 802 Culver City, CA 90232\</p> <p><i>The Holocaust and Genocide: A Search for Conscience</i></p>	<ul style="list-style-type: none"> • Play “Sounds of Silence”. Read lyrics. Class Discussion. • View Video: “The Hangman”, a 12-minute animated film based on the poem “Hangman” by Maurice Ogden. Read poem by Ogden. Assign students worksheets from “Prejudice Unleashed”. Discuss answers. • Homework: Read “Apathy and Indifference”- Write a journal entry in response to one of the quotes. • Write Pastor Niemoller’s quotation on a transparency and discuss the meaning for today’s society. • Read “The Dying Girl That No One Helped” by Loudon Wainwright. Class Discussion 	<p>Collect and grade worksheets.</p> <p>Collect and grade homework</p> <p>Class Discussion</p>	<p>1 day</p> <p>½ day</p>	<p>6.2e13</p> <p>6.2e14</p>
<p>Examine the positive and negative behaviors associated with obedience, conformity, and silence.</p> <p>Students will understand how a normal person could follow a leader like Hitler.</p>	<p>“The Milgram ‘Shock’ Experiment” <i>The Holocaust and Genocide: A Search for Conscience</i>. Pg 9-10</p> <p>Video: The Milgram Experiment</p>	<ul style="list-style-type: none"> • Read “The Milgram ‘Shock’ Experiment” by Stanley Milgram. Answer all questions. • Video: The Milgram Experiment • Read “Why Johnny (and Adolf) Cannot Disobey by Sarah J. McCarthy 	<p>Collect and grade homework</p>	<p>1 day</p>	<p>6.2e11</p>

	<p>McCarthy, Sarah J. <i>The Humanist</i> <i>Learning Magazine</i> <i>and Victimology</i>, 1980.</p>				
<p>Students will determine how groups can influence behavior and how leaving an established organization is sometimes difficult.</p>	<p>Video: 'The Wave' 46 min. Social Studies School Service (1-800-421-4246)</p>	<ul style="list-style-type: none"> • Show video 'The Wave'. Break in the middle of the film. Write an essay in response to the question "Would you continue to be a part of the Wave?" • Discussion, question and answer. 	<p>Collect and grade essay</p>	<p>1 day</p>	<p>6.2e11</p>

Dimensions of Prejudice, Genocide, and the Holocaust: Current Day Genocides

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
Students will examine the modern genocides occurring during the last twenty years.	Internet MRC	<ul style="list-style-type: none"> • Students will research a current day genocide and prepare a research paper of 3-5 pages or • Students will work in cooperative learning groups to research a current day genocide and present their findings to the class. • Genocides include: Bosnia-Herzegovina, Indonesian, Bangladesh, Rwanda, Burundi, Cambodia, Iraq 	Collect and grade research	4-5 days	6.2e14
<p>Students will examine the current genocide taking place in Darfur, Sudan.</p> <p>Students will identify ways to help the current situation in Darfur.</p>	<p>“Child Alert: Darfur” Drew University Center for Holocaust Study</p> <p>USHMM. Video: “Committee of Conscience: Darfur”</p>	<ul style="list-style-type: none"> • Read “History and Background of Sudan, Africa” pg 8 • Complete map activity of Sudan • Show students pictures from Darfur. • Read “Peter Biro: A Journalist’s Diary” Answer questions for homework • Show video: “Committee of Conscience: Darfur” • Discuss ways to help the current situation in Darfur. • Write a letter to the President asking him to help with the situation in Darfur. Mail the letters to the White House. 	<p>Collect and grade worksheets</p> <p>Collect and grade homework</p> <p>Class Discussion</p> <p>Collect and grade letters</p>	2 days	6.2e14

**NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT**

Dimensions of Prejudice, Genocide, and the Holocaust

Requirement: Grade 10, 11 or 12

2 ½ Credits – 1 Semester

Course Description:

The educational purpose of this course is to achieve the following: promote a deeper appreciation and respect among our students for people who are different from themselves and therefore to help them function more thoughtfully in our diverse and increasingly complex society. To recognize and embrace the precious values of appreciation and respect for others by showing what happens when disrespect and intolerance occur. To sharpen students' awareness of the world they live in, to help them think critically about the difficulties we all confront, and to help them address and hopefully solve problems. The above course also incorporates the New Jersey Cross-Content Workplace Readiness Standards.

Proficiencies:

- ❖ Develop an understanding and awareness of human behavior.
 - ❖ Examine the human behaviors of obedience, conformity, silence, courage, integrity, martyrdom, empathy, caring, cruelty, collaboration, and other positive and negative behaviors in relation to personal relationships.
 - ❖ Draw preliminary conclusions about human nature and behavior.
 - ❖ Define and determine the causes of prejudice, scapegoating, bigotry, discrimination and genocide.
 - ❖ Compare contemporary examples of hatred, prejudice, discrimination and genocide.
 - ❖ Compare and contrast divergent interpretations of historical turning points using available evidence.
 - ❖ Identify examples of the rights and responsibilities of citizens.
 - ❖ Assess the moral and philosophical implications of forms of prejudice, discrimination, bigotry, and racism in American society.
 - ❖ Examine recent events in Rwanda, Bosnia/Herzegovina, and republics of the former Soviet Union; bias crimes locally and nationally in the United States; and the reappearance of Nazism and hatred around the world.
 - ❖ Understand the history of anti-Semitism from ancient times to 1933.
 - ❖ Study ideologies related to prejudice and how they might lead to a genocide: discrimination based on race, sexual orientation, creed, gender, religion, social class, age, ethnicity.
 - ❖ Reassess human nature in light of examples of prejudice, scapegoating, bigotry, discrimination and genocide.
 - ❖ Develop the ability to read historical materials such as primary sources and writings of historians analytically and critically.
 - ❖ Weigh historical evidence and interpretations and arrive at conclusions on the basis of informed judgment.
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- ❖ Understand how issues, events, personalities, and cultural and intellectual trends have influenced societies.
 - ❖ Analyze the background of German political, economic and social thought in the 19th and early 20th centuries.
 - ❖ Assess the domestic and worldwide conditions that influenced Germany after

World War I and contributed to the rise of Adolf Hitler and the Nazi Party.

- ❖ Interpret maps, statistical tables, timelines, and pictorial and graphic materials.
- ❖ Evaluate the continuing role of the mass media and propaganda in Nazi Germany.
- ❖ Evaluate the escalation of restrictions against the Jews, which ultimately led to their deportation to concentration camps.
- ❖ Explore eyewitness accounts of the Holocaust by survivors and liberators.
- ❖ Investigate the reasons why specific groups become victims of the Nazis, including children, Gypsies, Soviet prisoners of war, Blacks, Jehovah's Witnesses, the handicapped, homosexuals, and others, and investigate the reasons for their respective treatment.
- ❖ Examine the war plans and priorities of the United States during World War II as they relate to the Holocaust, including: (a) the Evian Conference; (b) the St. Louis, (c) the Bermuda Conference; and (d) the failure to bomb Auschwitz or the railroad tracks leading to Auschwitz.
- ❖ Analyze Jewish physical and spiritual resistance to the Holocaust.
- ❖ Examine resistance to the Holocaust by non-Jewish people in Germany (e.g., the White Rose movement) and in the Nazi occupied countries (the Righteous Gentiles).
- ❖ Assess the limited responses against the Holocaust of (a) the United States and the Allies; (b) the Vatican; (c) religious organizations and leaders; and (d) the media.
- ❖ Recognize patterns in the rise and fall of civilizations, nations and groups of peoples.
- ❖ Define heroic behavior, and identify those people who had the courage to care during the Holocaust, such as Raoul Wallenberg, Oskar Schindler, and the people of LaChambon, Denmark, Italy and Bulgaria.
- ❖ Evaluate the individual and collective responsibility for the Holocaust and genocide.
- ❖ Hypothesize whether or not a Holocaust or genocide can happen again.
- ❖ Review and study genocide of the past such as: African American, Native American, Armenian, Irish Famine, Cambodian, etc.
- ❖ Students will examine the current genocide in Darfur, Sudan and evaluate what they can do to help.

Course Requirements:

- ❖ Maintain a high level of participation and preparation and to bring necessary supplies to class daily.
- ❖ Attend class regularly and punctually. Class attendance will be counted as part of the weekly grade performance grade.
- ❖ Complete all assignments.
- ❖ Accomplish successfully all graded work such as unit tests, quizzes, reports and class projects.
- ❖ Demonstrate a cooperative attitude, and to contribute to the learning process of the class.

Evaluation Procedures:

Marking period grades will be determined by:

- ❖ Homework, essays, and quizzes - 30%
- ❖ Tests - 40%
- ❖ Weekly Performance - 30%