



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Genocide and the Holocaust							
GRADE BAND		PreK-4		5-6		7-8	x	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW	
<p>This semester course is an examination of hate and prejudice, the history of anti-Semitism, the Holocaust, and genocide studied through primary and secondary sources, literature, and film. This course specifically emphasizes the study of comparative genocides and directly fulfills the state’s mandate for genocide and Holocaust education. Students examine the Armenian genocide, Irish Famine, genocides in Asia, Bosnia, Darfur, Cambodia, Rwanda, Rohingya, the genocide of America’s indigenous peoples, American slavery and The Holocaust in Europe prior and during World War II. The Holocaust, genocide, and human rights studies program is especially appropriate for students who are interested in social work, psychology, criminal justice, law, public administration, international policy, sociology/philosophy, anthropology, and religion.</p>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Genocide and the Holocaust

UNIT OF STUDY	Identity and the Pyramid of Hate
PACING	4 weeks/20 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is identity? ● How does identity affect the choices we make? ● What are the consequences of labeling and discriminating against people? ● What causes hatred and acts of intolerance? ● How does our universe of obligation and the diffusion of responsibility impact why we do or do not help others in need? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Identity is how you define who you are; it is also how others define you. ● How one defines themselves is a self-representation of their culture, interests, relationships, and efficacy in doing the things that matter to them. ● A sense of identity and belonging is impacted by various factors, including our experiences, community, and our physical environment. ● Labeling, stereotypes, and discrimination impact the choices we make. ● Race is a social construct, not a biological one. ● There is a clear connection between prejudice and discrimination. ● Our universe of obligation and the diffusion of responsibility or bystander effect impacts the extent to which people feel responsible to help others in need. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the concept of identity to analyze what identity is and how and why labeling, stereotypes and discrimination based on identity occurs and can lead to acts of intolerance and injustice. ● Use primary and secondary sources and current events related to the concept of identity and the universe of obligation to analyze how and why people are bystanders and upstanders to acts of intolerance and injustice. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● Writing Prompt ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion

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Course Title: **Genocide and the Holocaust**

	<ul style="list-style-type: none"> ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

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Course Title: Genocide and the Holocaust

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

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Course Title: Genocide and the Holocaust

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Social work
- Psychology
- Criminal justice
- Law
- Public administration
- Sociology/philosophy

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Course Title: Genocide and the Holocaust

- Anthropology
- Religion

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian American/Pacific Islander (AAPI)
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

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- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site

Print Resources:

- Strom, Margot Stern.(1994) *Facing History and Ourselves:Holocaust and Human Behavior: Resource Book*. National Foundation, Inc.
- Wiesel, Elie. (1960) *Night*. Bantam Books.
- Jones, A. (2017). *Genocide: A comprehensive introduction*. Routledge Taylor & Francis Group.

Non Print Resources:

- Adichie, C. N. (n.d.). *The danger of a single story*. Chimamanda Ngozi Adichie: The danger of a single story | TED Talk. Retrieved August 29, 2022, from https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en.
- *Facing history and ourselves*. Facing History and Ourselves. (n.d.). Retrieved August 29, 2022, from <https://www.facinghistory.org/>.
- Gengler, C. (n.d.). *Teen identity: Figuring out who you are*. UMN Extension. Retrieved August 29, 2022, from <https://extension.umn.edu/teen-development/teen-identity-figuring-out-who-you-are>.
- *Get help now*. The United States Department of Justice. (2022, June 30). Retrieved August 29, 2022, from <https://www.justice.gov/hatecrimes/get-help-now>.
- “Guess My Ethnicity/Line Up/Cut”. *YouTube*. Uploaded by Cut January 23, 2020. Retrieve August 29, 2022 from <https://youtu.be/DIGyHcGuE6c>.
- *Home*. The New York Times. (2018, August 28). Retrieved August 29, 2022, from <https://www.nytimes.com/>.
- “I Am Not Your Asian Stereotype/Canwen Xu/TEDxBoise”. *YouTube*. Uploaded by TEDex Talks April 29, 2016. Retrieved August 29, 2022 from <https://youtu.be/pUtz75INaw>.
- Khan Academy. (n.d.). *Prejudice and Discrimination*. Khan Academy. Retrieved August 29, 2022, from <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/discrimination/v/prejudice-and-discrimination-based-on-race-ethnicity-power-social-class-and-prestige>.
- Kohn, S. (n.d.). *What we can do about the culture of hate*. Sally Kohn: What we can do about the culture of hate | TED Talk. Retrieved August 29, 2022, from https://www.ted.com/talks/sally_kohn_what_we_can_do_about_the_culture_of_hate?language=en.
- Learning for Justice. Retrieved August 29, 2022, from <https://www.learningforjustice.org/>.
- NPR. (n.d.). *Home Page Top Stories*. NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.
- Public Broadcasting Service. (2020, June 3). *A class divided*. PBS. Retrieved August 29, 2022, from <https://www.pbs.org/wgbh/frontline/documentary/class-divided/>.
- Public Broadcasting Service. (n.d.). *Race - the power of an illusion*. PBS. Retrieved August 29, 2022, from https://www.pbs.org/race/000_General/000_00-Home.htm.
- Suematsu, D. (n.d.). *Alllooksame*. AllLookSame. Retrieved August 29, 2022, from <http://alllooksame.com/>.

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- *The program.* No Place for Hate. (n.d.). Retrieved August 29, 2022, from <https://www.noplaceforhate.org/the-program>.
- *"The social implications of race/Tammy Hodo/TEDxJacksonville".* YouTube. Uploaded by TEDex Talks November 22, 2019. Retrieved August 29, 2022 from <https://youtu.be/a4jPGhN5TCM>.
- *"What is your true identity?/ Emman Gannon /TEDex Hull".* YouTube. Uploaded by TEDex Talks June 2, 2017. Retrieved August 29, 2022 from <https://youtu.be/WBYPMQsAZNI>.
- *"Who am I?".* YouTube. Uploaded by The School of Life May 16, 2016. Retrieved August 29, 2022 from <https://youtu.be/oocunV4JX4w>.
- Learning for Justice. Retrieved August 29, 2022, from <https://www.learningforjustice.org/>.
- NPR. (n.d.). *Home Page Top Stories.* NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.
- *Home.* The New York Times. (2018, August 28). Retrieved August 29, 2022, from <https://www.nytimes.com/>.
- Suematsu, D. (n.d.). *Alllooksame.* AllLookSame. Retrieved August 29, 2022, from <http://alllooksame.com/>.
- *What to do if you've been the victim of a hate crime.* Human Rights Campaign. (n.d.). Retrieved August 29, 2022, from <https://www.hrc.org/resources/what-to-do-if-youve-been-the-victim-of-a-hate-crime>.

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Course Title: Genocide and the Holocaust

UNIT OF STUDY	Genocide Around the World (Irish Famine, Armenian Genocide, Cambodia, Bosnia, Rwanda, Darfur, Rohingya)
PACING	4 weeks/20 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do oppressive governments gain support for the commission of human rights violations from its own citizens? ● How can external forces be catalysts to genocide? ● How do governments decide whether to get involved in human rights abuses? ● How does a country and its people deal with the aftermath of genocide? ● What can a person do in the face of human rights violations? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Exploitation of existent prejudice and stereotypes is utilized in government propaganda in an effort to sway public opinion. ● Art can convey personal memories and emotions which viewers can relate to via universal empathy. ● External conflicts and interests can create desperation in a populace leading to poor choices with toxic outcomes. ● Tyrannical governments offer stability and order, and their collapse can lead to chaos. ● Governments measure risk and reward, weighing vital strategic interests against humanitarian needs. ● The process of truth and reconciliation is designed to break the cycle of violence. ● The use of art, music, and video can impart as much knowledge as the written word. ● In order to combat human rights issues, potential or otherwise, individuals must be vigilant in remaining informed. ● Although individuals may be separated by thousands of miles, technology allows people of all ages and ethnicities to connect and work to combat genocide and human rights violations. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to the UN's Universal Declaration of Human Rights to analyze how and why human rights violations occur and can lead to genocide. ● Use primary and secondary sources and current events related to human rights violations and genocides around the world to analyze the definition of genocide and the eight stages of genocide. ● Use primary and secondary sources and current events related to genocides around the world to analyze the role of upstanders and bystanders and the potential consequences of genocide for the victims, perpetrators, and humanity. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Class discussion

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Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)S

Must include the standard # & verbiage

- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

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- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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CAREERS ASSOCIATED WITH THIS UNIT

- Social work
- Psychology
- Criminal justice
- Law
- Public administration
- International policy
- Sociology/philosophy
- Anthropology
- Religion

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian American/Pacific Islander (AAPI)
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

Hillsborough Township Public Schools Curriculum Map

Course Title: Genocide and the Holocaust

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site

Resources

Print Resources:

- Jones, A. (2017). *Genocide: A comprehensive introduction*. Routledge Taylor & Francis Group.
- Strom, Margot Stern.(1994) *Facing History and Ourselves:Holocaust and Human Behavior: Resource Book*. National Foundation, Inc.

Non Print Resources:

- *Examining the Stages of Genocide*. Echoes & Reflections. (2022, August 26). Retrieved August 30, 2022, from <https://echoesandreflections.org/prepare/?class=genocide-examining>.
- *Facing history and ourselves*. Facing History and Ourselves. (n.d.). Retrieved August 29, 2022, from <https://www.facinghistory.org/>.
- *First They Killed My Father*. Directed by Angelina Joli. Netflix. (2017).
- Grudic, S. (n.d.). *(n)ever again - surviving genocide*. Sandra Grudic: (N)ever Again - Surviving Genocide | TED Talk. Retrieved August 30, 2022, from https://www.ted.com/talks/sandra_grudic_n_ever_again_surviving_genocide.
- *History.com Editors. (2010, October 1). Armenian genocide. History.com. Retrieved August 30, 2022, from https://www.history.com/topics/world-war-i/armenian-genocide.*
- *History.com Editors. (2009, October 14). Bosnian genocide. History.com. Retrieved August 30, 2022, from https://www.history.com/topics/1990s/bosnian-genocide.*
- *History.com Editors. (2009, October 14). Genocide. History.com. Retrieved August 30, 2022, from https://www.history.com/topics/holocaust/what-is-genocide.*
- *History.com Editors. (2017, September 12). Khmer Rouge. History.com. Retrieved August 30, 2022, from https://www.history.com/topics/cold-war/the-khmer-rouge.*
- *History.com Editors. (2009, October 14). Rwandan genocide. History.com. Retrieved August 30, 2022, from https://www.history.com/topics/africa/rwandan-genocide.*

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Course Title: Genocide and the Holocaust

- *Home*. genocidewatch. (1970, August 18). Retrieved August 30, 2022, from <https://www.genocidewatch.com/>.
- *Home*. The New York Times. (2018, August 28). Retrieved August 29, 2022, from <https://www.nytimes.com/>.
- *Hotel Rwanda*. Directed by Terry George. United Artists Films. (2004)
- Learning for Justice. Retrieved August 29, 2022, from <https://www.learningforjustice.org/>
- NPR. (n.d.). *Home Page Top Stories*. NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.
- *The program*. No Place for Hate. (n.d.). Retrieved August 29, 2022, from <https://www.noplaceforhate.org/the-program>.
- “UDHR @ 70: The History”. *YouTube*. Uploaded by UN Human Rights November 22, 2017. Retrieved August 30, 2022 from <https://youtu.be/uA1IZkWycMk>.
- *The Killing Fields*. Directed by Roland Joffe. Columbia-EMI-Warner Brothers. (1984).
- *Universal declaration of human rights - office of the United Nations ...* (n.d.). Retrieved August 30, 2022, from https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf.
- *United Nations, Universal Declaration of Human Rights - UDHR, history of human rights*. United for Human Rights. (n.d.). Retrieved August 30, 2022, from <https://www.humanrights.com/what-are-human-rights/brief-history/the-united-nations.html>.
- United States Holocaust Memorial Museum. (n.d.). *The Plight of Rohingya*. United States holocaust memorial museum. Retrieved August 30, 2022, from <https://www.ushmm.org/genocide-prevention/countries/burma/case-study/introduction/the-plight-of-the-rohingya>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map

Course Title: Genocide and the Holocaust

UNIT OF STUDY	Genocide at Home: Native American Genocide and Slavery as Genocide
PACING	5 weeks/25 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did the encounter between Europeans and Native Americans result in cultural genocide? ● How did 18th and 19th century views of Native Americans shape U.S. Native American policy and cause cultural genocide to take place? ● How does the institution of slavery serve as a form of genocide? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Hate and intolerance can evolve into genocide and cultural genocide. ● Genocide has multiple definitions. ● Slavery is a form of dehumanization and genocide that robs an individual of his or her liberty and personhood. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources and current events related to Native American history in the United States to analyze how and why contact between Europeans and Native Americans eventually resulted in cultural genocide of Native Americans. ● Use primary and secondary sources and current events related to Native American history in the United States to analyze how 18th and 19th century views of Native Americans shaped the U.S. Native American policy and caused the cultural genocide of Native Americans. ● Use primary and secondary sources related to early African American history in the United States to analyze how 17th, 18th and 19th century views of African Americans, slaves and slavery shaped the U.S. slavery policy and caused the cultural genocide and genocide of African Americans through the institution of slavery. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes

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Course Title: Genocide and the Holocaust

- Student products
- Student Presentations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

Must include the standard # & verbiage

- 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Hillsborough Township Public Schools Curriculum Map

Course Title: Genocide and the Holocaust

- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

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Course Title: Genocide and the Holocaust

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Social work
- Psychology
- Criminal justice
- Law
- Public administration
- International policy
- Sociology/philosophy
- Anthropology
- Religion

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

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Course Title: Genocide and the Holocaust

- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited* print and electronic sources

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Resources

Print Resources

- Strom, Margot Stern.(1994) *Facing History and Ourselves:Holocaust and Human Behavior: Resource Book*. National Foundation, Inc.
- Jones, A. (2017). *Genocide: A comprehensive introduction*. Routledge Taylor & Francis Group.

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Course Title: Genocide and the Holocaust

Non Print Resources

- *Amistad*. Directed by Steven Spielberg. Paramount pictures. (1997).
- Blakemore, E. (2017, November 16). *California's little-known genocide*. History.com. Retrieved August 30, 2022, from <https://www.history.com/news/californias-little-known-genocide>.
- *Excerpt from incidents in the life of a slave girl*. Penguin Random House Canada. (n.d.). Retrieved August 30, 2022, from <https://www.penguinrandomhouse.ca/books/305790/incidents-in-the-life-of-a-slave-girl-by-harriet-jacobs/9780451531469/excerpt>.
- Fixico, D. L. (2018, March 2). *When Native Americans were slaughtered in the name of 'civilization'*. History.com. Retrieved August 30, 2022, from <https://www.history.com/news/native-americans-genocide-united-states>.
- History.com Editors. (2019, October 7). *Why Columbus Day Courts controversy*. History.com. Retrieved August 30, 2022, from <https://www.history.com/news/columbus-day-controversy>.
- *Home*. The New York Times. (2018, August 28). Retrieved August 29, 2022, from <https://www.nytimes.com/>.
- Houska, T. (n.d.). *The Standing Rock Resistance and our fight for indigenous rights*. Tara Houska: The Standing Rock resistance and our fight for Indigenous rights | TED Talk. Retrieved August 30, 2022, from https://www.ted.com/talks/tara_houska_the_standing_rock_resistance_and_our_fight_for_indigenous_rights?language=en.
- *Indian Country Diaries, 1, A Seat at the Drum*. (n.d.). Retrieved August 30, 2022, from <https://search.alexanderstreet.com/>.
- *Into the West Episode 5*. Directed by Jeremy Podeswa. DreamWorks Home Entertainment. (2005)
- *Into the West Episode 6*. Directed by Timothy Van Patten. DreamWorks Home Entertainment. (2005)
- *Bury My Heart at Wounded Knee*. Directed by Yves Simoneau. HBO Films. (2007).
- Khan Academy. (n.d.). *The Dawes act (Dawes Severalty Act) (article)*. Khan Academy. Retrieved August 30, 2022, from <https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-dawes-act>.
- "Life Aboard a Slave Ship". YouTube. Uploaded by History February 7, 2019. Retrieved August 30, 2022 from <https://youtu.be/PmQvofAiZGA>.
- Little, B. (2018, August 31). *Details of brutal first slave voyages discovered*. History.com. Retrieved August 30, 2022, from <https://www.history.com/news/transatlantic-slave-first-ships-details>.
- *NARRATIVE-OF-THE-LIFE-OF-FREDERICK-DOUGLASS-NFE1.PDF - nonfiction excerpt 1: Narrative of the life of Frederick Douglass an excerpt from the: Course hero*. Nonfiction Excerpt 1: Narrative of the Life of Frederick Douglass an excerpt from the | Course Hero. (n.d.). Retrieved August 30, 2022, from <https://www.coursehero.com/file/81992096/CKHG-G5-U11-Narrative-of-the-Life-of-Frederick-Douglass-NFE1pdf/>.
- *Native American policy*. George Washington's Mount Vernon. (n.d.). Retrieved August 30, 2022, from <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/native-american-policy/>.
- *Olaudah Equiano Describes the Middle Passage, 1789*. The American Yawp Reader. (n.d.). Retrieved August 30, 2022, from

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Course Title: Genocide and the Holocaust

- <https://www.americanyawp.com/reader/british-north-america/olaudah-equiano-describes-the-middle-passage-1789/>.
- Public Broadcasting Service. (2016, February 16). *Unspoken: America's Native American Boarding Schools*. PBS. Retrieved August 30, 2022, from <https://www.pbs.org/video/unspoken-americas-native-american-boarding-schools-oobt1r/>.
 - Rodríguez, J. A., White, J. B., Sitrin, S. S. and C., & Gerstein, B. M. and J. (2019, April 9). *This could be the first slavery reparations policy in America*. POLITICO Magazine. Retrieved August 30, 2022, from <https://www.politico.com/magazine/story/2019/04/09/georgetown-university-reparations-slave-trade-226581/>.
 - "Roots: A History Revealed- The Slave Auction". YouTube. Uploaded by History February 27, 2017. Retrieved August 30, 2022 from <https://youtu.be/b2lwAd0qrWo>.
 - Rothman, Joshua D., Professor of History. (2021, October 1). *In a digital archive of fugitive slave ads, a new portrait of slavery emerges*. The Conversation. Retrieved August 30, 2022, from <https://theconversation.com/in-a-digital-archive-of-fugitive-slave-ads-a-new-portrait-of-slavery-emerges-55263>.
 - "Tera Hunter Teaching Hard History: American Slavery, Key Concept 5". YouTube. Uploaded by Learning for Justice August 1, 2019. Retrieved August 30, 2022 from <https://youtu.be/3LhTLaNwELU>.
 - "The Atlantic Slave Trade". YouTube. Uploaded by CrashCourse July 5, 2012. Retrieved August 30, 2022 from https://youtu.be/dnV_MTFEGiY.
 - "The Indian Problem". YouTube. Uploaded by Smithsonian NMAI March 3, 2015. Retrieved August 30, 2022 from <https://youtu.be/if-BOZgWZPE>.
 - *Slavery Images: A Visual Record of the African Slave Trade and Slave Life in the Early African Diaspora*. Slave Ships & the Atlantic Crossing (middle passage) · Slavery Images. (n.d.). Retrieved August 30, 2022, from <http://www.slaveryimages.org/s/slaveryimages/item-set/51>.
 - *The story we tell: "civilization" policy for Native Americans*. Race. (n.d.). Retrieved August 30, 2022, from <https://www.racepowerofanillusion.org/videos/story-we-tell-civilization-policy-native-americans>.
 - Trahan, M. (2021, May 3). *From teepees to headdresses, pictures define Native American cultural appropriation*. Culture. Retrieved August 30, 2022, from <https://www.nationalgeographic.com/culture/article/indigenous-peoples-day-cultural-appropriation>.
 - Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
 - Home. genocidewatch. (1970, August 18). Retrieved August 30, 2022, from <https://www.genocidewatch.com/>.
 - Home. The New York Times. (2018, August 28). Retrieved August 29, 2022, from <https://www.nytimes.com/>.
 - Learning for Justice. Retrieved August 29, 2022, from <https://www.learningforjustice.org/>
 - NPR. (n.d.). *Home Page Top Stories*. NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.

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Course Title: Genocide and the Holocaust

UNIT OF STUDY	The Holocaust
PACING	5 weeks/25 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● Why does the persecution of particular groups take place?● Why have the Jewish people been persecuted for centuries?● What is meant by a “choiceless” choice?● What was the emotional and physical experience of being in a concentration camp?● Why did some people choose to be bystanders to the Holocaust and some chose to be upstanders?● How did Jewish people attempt to keep some form of their identity, dignity, and humanity during the Holocaust?● What was the impact of the Holocaust on the survivors, those who participated and the world?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Empathy and compassion for each other is necessary for self-preservation and human dignity.● Anti-semitism has its roots in political, historical, religious, cultural, and economic conditions.● “Choiceless” choices are situations in which onlookers are given no opportunity to do the “right” thing.● Prisoners of concentration camps endured horrendous psychological and physical trauma, even death.● Human instinct to survive and self-preservation and fear often cause people not to help others.● Jewish people attempted to maintain their identity, dignity and humanity in a variety of ways before, during, and after the Holocaust.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Use primary and secondary sources and current events related to The Holocaust to analyze how and why antisemitism led to genocide and the Holocaust before and during the second World War.● Use primary and secondary sources and current events related to The Holocaust to analyze how and why prisoners of concentration camps endured horrendous psychological and physical trauma, and even death.● Use primary and secondary sources and current events related to The Holocaust to analyze how and why the human instinct to survive and self-preservation and fear often cause people not to help others.● Use primary and secondary sources and current events related to The Holocaust to analyze how and why Jewish people attempted to maintain their identity, dignity and humanity in a variety of ways before, during, and after the Holocaust.● Use primary and secondary sources and current events related to The Holocaust to analyze the immediate and long term impact of the Holocaust on the survivors, those who participated and the world.	

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Course Title: Genocide and the Holocaust

COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Class discussion
Formative	<ul style="list-style-type: none"> ● Homework assignments ● Student presentations ● Article summaries ● Class Discussions ● Documentary Summaries and analysis ● Current event analysis and discussion ● Exit tickets
Summative	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
Benchmark	<ul style="list-style-type: none"> ● Open Note Short Answer quizzes ● Student products ● Student Presentations
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. ● 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. ● 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. ● 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. ● 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 	
INTERDISCIPLINARY CONNECTIONS	
<i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. ● 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Genocide and the Holocaust

English Language Arts

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

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- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Social work
- Psychology
- Criminal justice
- Law
- Public administration
- International policy
- Sociology/philosophy
- Anthropology
- Religion
- Museum studies
- Historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

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Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian American/Pacific Islander (AAPI)
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – [Cited](#) print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site

Resources

Print Resources

- Hillman, Laura. (2005). *I Will Plant You a Lilac Tree: A Memoir of a Schindler's List Survivor*. Hampton-Brown.

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- Strom, Margot Stern.(1994) *Facing History and Ourselves:Holocaust and Human Behavior: Resource Book*. National Foundation, Inc.
- Wiesel, Elie. (1960) *Night*. Bantam Books.
- Jones, A. (2017). *Genocide: A comprehensive introduction*. Routledge Taylor & Francis Group.

Non Print Resources:

- “Adolf Hitler - Fuhrer of the Third Reich Documentary”. YouTube. Uploaded by The People Profiles. Retrieved August 30, 2022 from <https://youtu.be/Dd-gdHis6i4>.
- Bytwerk, R. (n.d.). German Propaganda Archive (guide page). Retrieved August 30, 2022, from <https://research.calvin.edu/german-propaganda-archive/>.
- “Curiosity: How Evil Are you?” YouTube. Uploaded by Discovery October 26, 2011. Retrieved August 30, 2022 from <https://youtu.be/XLfnwe4CgZ0>.
- *Film education* -. Film Education | Resources | Film Library | Pianist, The. (n.d.). Retrieved August 31, 2022, from http://www.filmeducation.org/resources/film_library/getfilm.php?film=1040.
- Goss, J. L. (2020, January 23). *How did the Nazis come to power in Germany?* ThoughtCo. Retrieved August 30, 2022, from <https://www.thoughtco.com/history-of-the-nazi-party-1779888>.
- *Hidden In Silence*. Directed by Richard A. Colla. Hearst Entertainment. (1995).
- History.com Editors. (2017, December 4). *Weimar Republic*. History.com. Retrieved August 30, 2022, from <https://www.history.com/topics/germany/weimar-republic>.
- “Holocaust Survivors Remember Kristallnacht”. YouTube. Uploaded by The Atlantic October 30, 2018. Retrieved August 30, 2022 from <https://youtu.be/14NPBMgQBK8>.
- *Homepage*. Echoes & Reflections. (2022, July 28). Retrieved August 30, 2022, from <https://echoesandreflections.org/>.
- “Life in Nazi Germany Animated History”. YouTube. Uploaded by The Armchair Historian September 21, 2018. Retrieved August 30, 2022 from <https://youtu.be/cDFFis0j4JM>.
- *Life in Nazi Controlled Europe- Everyday life*. Everyday life – The Holocaust Explained: Designed for schools. (n.d.). Retrieved August 30, 2022, from <https://www.theholocaustexplained.org/life-in-nazi-occupied-europe/controlling-everyday-life/>.
- “LIFE IN NAZI GERMANY: HOW DID NAZIS CHANGE LIFE FOR WOMEN, YOUTH AND JEWS IN GERMANY?” YouTube. Uploaded by First Rate Tutors April 27, 2020. Retrieved August 30, 2022 from <https://youtu.be/1QjiN7bMNC8>.
- Michal. (2017, June 22). *The Holocaust: The National WWII Museum: New Orleans*. The National WWII Museum | New Orleans. Retrieved August 31, 2022, from <https://www.nationalww2museum.org/war/articles/holocaust>.
- NBCUniversal News Group. (2020, January 23). *World leaders gather for holocaust commemoration, 75 years after the liberation of Auschwitz*. NBCNews.com. Retrieved August 31, 2022, from <https://www.nbcnews.com/news/world/world-leaders-gather-holocaust-commemoration-75-years-after-auschwitz-n1121051>.
- *Nuremberg: Miniseries*. Directed by Yves Simoneau. Warner Brothers Television. (2000).
- “Nuremberg Symposium: Intro to the Nuremberg Laws”. YouTube. Uploaded by Raoul Wallenberg Centre for Human Rights April 24, 2018. Retrieved August 30, 2022 from <https://youtu.be/FyMwXS4PnOo>.
- “One Day in Auschwitz”. YouTube. Uploaded by Maceonc April 7, 2015. Retrieved August 31, 2022 from <https://youtu.be/mZYgzW2fS0o>.
- PBS. (2008) *Secrets of the Dead: Escape from Auschwitz*.

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- Public Broadcasting Service. (2015, April 13). *Frontline Memory of the Camps*. PBS. Retrieved August 31, 2022, from <https://www.pbs.org/video/frontline-memory-camps/>.
- *The Holocaust*. Holocaust Memorial Day Trust. (n.d.). Retrieved August 31, 2022, from <https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/>.
- “*The Nuremberg Laws- This Week in Jewish History Dr. Henry Abramson*”. *YouTube*. Uploaded by Henry Abramson. Retrieved August 30, 2022 from <https://youtu.be/5fZ5Putsu6k>.
- “*The Origins of Anti-Semitism*”. *YouTube*. Uploaded by J-TV Jewish Ideas Global Relevance November 14, 2019. Retrieved August 30, 2022 from <https://youtu.be/smBgJXzMTs8>.
- “*The Nuremberg Trial*”. *YouTube*. Uploaded by History Scope January 5, 2019. Retrieved August 31, 2022 from <https://youtu.be/V8QmqHfy-EI>.
- “*The Path to Nazi Genocide*”. *YouTube*. Uploaded by United States Holocaust Memorial Museum. Retrieved August 30, 2022 from <https://youtu.be/sRcNq4OYTtE>.
- *The Pianist*. Directed by Roman Polanski. Focus Features. (2002).
- *The Pianist movie: Official website: Buy now: Focus Features*. The Pianist Movie | Official Website | Buy Now | Focus Features. (n.d.). Retrieved August 31, 2022, from https://www.focusfeatures.com/the_pianist.
- *The Sentencing and Execution of Nazi War Criminals, 1946*. Eyewitness to History. (n.d.). Retrieved August 31, 2022, from <http://www.eyewitnesstohistory.com/nuremberg.htm>.
- “*The Warsaw Ghetto Documentary*”. *YouTube*. Uploaded by DW Documentary January 27, 2021. Retrieved August 31, 2022 from <https://youtu.be/V8QmqHfy-EI>.
- “*The Wave: A Short Story by Ron Jones*”. *YouTube*. Uploaded by Thoughts on Things and Stuff January 2, 2021. Retrieved August 30, 2022 from <https://youtu.be/GwfDrG6UwgE>.
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- “*Warsaw Ghetto Uprising*”. *YouTube*. Uploaded by Sue 581000. Retrieved August 31, 2022 from <https://youtu.be/l9ptKdhdoqQ>.
- “*What is a Jew? Religion? Nation? Race? Culture?*”. *YouTube*. Uploaded by J-TV Jewish Ideas Global Relevance October 28, 2018. Retrieved August 30, 2022 from <https://youtu.be/bPM7i8MFNNQ>.
- *What is the Holocaust?* Anne Frank Website. (2022, January 27). Retrieved August 31, 2022, from <https://www.annefrank.org/en/anne-frank/go-in-depth/what-is-the-holocaust/>.
- *What were the ghettos and camps? What were the ghettos and camps? – The Holocaust Explained: Designed for schools*. (n.d.). Retrieved August 31, 2022, from <https://www.theholocaustexplained.org/the-camps/>.
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- Learning for Justice. Retrieved August 29, 2022, from <https://www.learningforjustice.org/>.
- NPR. (n.d.). *Home Page Top Stories*. NPR. Retrieved August 29, 2022, from <https://www.npr.org/>.
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