Perspectives on the Holocaust & Genocide

Course Description and Philosophy

In addition to a thorough analysis of primary sources, this semester course presents historical film and literary perspectives on the Holocaust and various genocides that have tragically occurred during the past two centuries. Perspectives on the Holocaust & Genocide is a course open to all sophomores, juniors and seniors; in addition, this curriculum will include a wide variety of activities and experiences for students of all ability levels. To focus attention upon the impact of people’s inhumanity to other people throughout history and especially the examples of inhumane behavior displayed in Nazi Germany before and during World War II, the curriculum provides in-depth examination of six major topics: 1) the nature of human behavior, 2) views of prejudice and genocide, 3) the rise of Nazism in Germany up to 1939, 4) the stages of Nazi persecution and the emergence of systematic genocide, 5) a student-led exploration of other genocides, and finally 6) an emphasis on the need for greater civic participation.

As the United States Holocaust Memorial Museum indicates, “the Holocaust provides one of the most effective subjects for an examination of basic moral issues” because the “study of the Holocaust assists students in developing an understanding of the roots and ramifications of prejudice, racism, and stereotyping in any society.” In addition, the course objectives will assist us in accomplishing the Mountain Lakes High School AFG goal of celebrating diversity, fighting prejudice, and fostering service because Perspectives on the Holocaust & Genocide curriculum provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of the oppression of others. The MLHS Social Studies Department creates courses and learning opportunities for our students to enhance their historical understanding, critical thinking and civic responsibility. That is why this course helps students to think about the use and abuse of power, and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide. It is our goal for


1 The United States Holocaust Memorial Museum, http://www.ushmm.org/education/
students to understand that it is the responsibility of citizens to learn to identify danger signals, and to know when to react to prevent genocide and the steps that may lead to it.

Text Reference:

Student Resources

• Facing History and Ourselves Organization. Facing History and Ourselves: Holocaust and Human Behavior, 1994, Facing History and Ourselves National Foundation, Brookline, Massachusetts. (Students can access updated versions online for free at http://www.facinghistory.org/resources/hhb.)

Text Reference (cont’d)

Student Resources (cont’d)

• Friedman, Ira. The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis, 1990, Houghton Mifflin Company, Boston, Massachusetts.

Teacher Resources

• The Anti-Defamation League, USC Shoah Foundation Institute, and Yad Vashem. Echoes and Reflections: A Multimedia Curriculum on the Holocaust, 2005, the ADL, New York, New York. (Curriculum updates can be found online at http://echoesandreflections.org.)
• The New Jersey Commission on Holocaust Education. The Holocaust & Genocide: The Betrayal of Humanity, Volumes I & II, 2003, NJ Commission on Holocaust Education, Trenton, New Jersey. (Curriculum updates can be found online at http://www.state.nj.us/education/holocaust/curriculum.)
• The United States Holocaust Memorial Museum. Teaching about the Holocaust: A Resource Book for Educators, 2001, United States Holocaust Memorial Museum, Washington, DC. (Additional resources, materials and online exhibits can be found at http://www.ushmm.org/education.)
Unit I: The Individual & Society

*Essential Question:* How is our identity formed? How can we keep up our individuality and still be part of a group? Is there a “dark side” in each of us? What can you do to help others?

Objectives: Students will be able to:

- Discuss general theories of human nature and relate these to personal experiences
- Examine aggression & cruelty as parts of human nature
- Identify the positive and negative behaviors associated with obedience, conformity & silence
- Identify positive behavior associated with acts of courage, integrity & empathy
- Compare and contrast the behaviors of perpetrator, victim, collaborator, bystander, resister & rescuer
<table>
<thead>
<tr>
<th>Topic/Content Skills</th>
<th>Assessment</th>
<th>Resources</th>
<th>Instructional Method</th>
<th>Tech Infusion</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Nature</strong>: Administer/discuss results of Human Nature Survey several times during unit to measure changes</td>
<td>Writing prompt: <em>Contrast human nature theories of Locke, Hobbes, Machiavelli &amp; Skinner</em></td>
<td>Human Nature Survey, readings (in NJ Holocaust Curriculum)</td>
<td>Group work; class discussion</td>
<td>Student polls will be completed with an online tool such as SurveyMonkey</td>
<td>APA/NCSS National Psychology Standards IA-6.1.a IA-6.3.a</td>
</tr>
<tr>
<td><strong>Aggression &amp; Cruelty</strong>: Define aggressive behavior and apply concepts in various examples</td>
<td>Film analysis of <em>Blue-Eyed</em></td>
<td>Millgram Experiment video, articles on Abu Ghraib &amp; Stanford Prison experiments</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming including <a href="http://www.prisonexp.org/">http://www.prisonexp.org/</a> and <em>Lord of the Flies</em> clips</td>
<td>APA/NCSS National Psychology Standards IIC-2.2.a VC-1.3.b</td>
</tr>
<tr>
<td><strong>Conformity &amp; Silence</strong>: Research and discuss Pastor Martin Niemoller’s famous quote (They came for the…and I said nothing…”)</td>
<td>Discussion on “How Do We Treat Nonconformists?” based on the juvenile delinquent activity from Baron and Byrne's Social Psychology text</td>
<td>Maurice Ogden’s poem “The Hangman” and Phil Ochs’ song about the Kitty Genovese murder, “Outside a Small Circle of Friends.”</td>
<td>Conduct the “O” Train experiment to demonstrate how ostracism affects people</td>
<td>Websites &amp; video streaming</td>
<td>APA/NCSS National Psychology Standards VC-3.1.a VC-3.4.a-d</td>
</tr>
</tbody>
</table>
**Acts of Courage & Empathy:** Identify & debate role models and evaluate heroic actions

- Writing journal on a character from book that demonstrates an heroic quality
- NJ Holocaust Curriculum’s Bystander’s Dilemma Series
- Students collaborate in groups to complete the Bystander activities
- Websites & video streaming

**Understanding Course terms:**
Define and apply examples for terms such as victim, persecutor, etc

- Objective-based quiz based on terminology
- Various poems, films, short stories based on each term (e.g. clip on Matthew Shepard for victim)
- Lecture, discussion
- As a review students will create an online glossary in which they add video examples to the class wiki

<table>
<thead>
<tr>
<th>Differentiated Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the online unit glossary, students can choose the term they wish to define by interest; s/he also has the opportunity to choose the mode to illustrate the term through film, text or still image.</td>
</tr>
</tbody>
</table>

**Ethical Decision Making/Character Education**
Students will read & discuss “An Olympic Athlete’s Dilemma” from the NJ Holocaust curriculum. This ethical situation focuses on an American Olympics athlete who must decide whether to participate in the 1936 “Nazi” Olympics. Students will post responses on the class blog/discussion board.

**21st Century Skills: Communication & Collaboration**
A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. This task will allow students to work in groups and lead a class discussion. The United States Holocaust Museum’s 2007 powerful online exhibit “Auschwitz Through the Lens of the SS: Photos of Nazi Leadership at the Camp” offers students an incredible glimpse of the lives and activities of Nazi officers in the camp. The photograph album includes both documentation of official visits and ceremonies at Auschwitz as well as more personal photographs depicting the myriad of social activities that he and other members of the Auschwitz camp staff enjoyed. As a culminating activity, student groups will select one photo from the album and use it as a springboard to lead a class discussion on any of the topics from the unit (human nature, aggression, conformity, empathy & roles). Students will be
assessed on how they moderate the discussion. The exhibit can be found at this URL http://www.ushmm.org/museum/exhibit/online/ssalbum/?content=1

Unit II: Views of prejudice and genocide

*Essential Question:* How do you define “they” and “us”? How do our beliefs influence our thinking? What is our responsibility to victimized strangers?

Objectives: Students will be able to:

- Define and explain the nature of prejudice as a universal human phenomenon
- Define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide
- Investigate current extremist groups nationally and in NJ
- Trace the history of Anti-Semitism from ancient times to 1933
<table>
<thead>
<tr>
<th>Topic/Content Skills</th>
<th>Assessment</th>
<th>Resources</th>
<th>Instructional Method</th>
<th>Tech Infusion</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Prejudice: Analyze Kipling’s quote “All the People like us are we, and everyone else is they” and discuss concept</td>
<td>Prior to discussion, students will complete the race experiment noted in Nicolas Kristof’s “What? Me Biased?” 10/29/08 op-ed</td>
<td>“Little Boxes” and “The Bear That Wasn’t” from Facing History text; Nicholas D. Kristof’s “Racism Without Racists” 10/6/08 op-ed</td>
<td>Discussion</td>
<td>Online survey on race including additional survey from Kristof’s “Our Racist, Sexist Selves” 4/6/08 op-ed</td>
<td>APA/NCSS National Psychology Standards VC-3.3.a-e</td>
</tr>
<tr>
<td>Prejudice today: Research examples of prejudice, bigotry, discrimination and genocide. Discuss how some people are fighting it.</td>
<td>Objective quiz on the terms including prejudice, scapegoating, bigotry, discrimination and genocide</td>
<td>Resources based on current events (e.g. Obama’s birth certificate controversy; racial profiling)</td>
<td>Student research and presentations</td>
<td>Research methods supported by Media Center staff</td>
<td>APA/NCSS National Psychology Standards VC-3.3.a-e</td>
</tr>
<tr>
<td>NJ Hate? Research NJ hate groups and discuss how economic duress often impacts membership</td>
<td>Debate participation: Is New Jersey’s Hate Crime legislation unconstitutional?</td>
<td>Selected readings from NJ Holocaust text The Hitler Legacy: A Dilemma of Hate Speech &amp; Hate Crime in a Post-Holocaust World</td>
<td>Group work; class discussion; student research &amp; debate</td>
<td>Websites &amp; video streaming</td>
<td>NJCCCS (09) 6.1.12.B.18.a</td>
</tr>
<tr>
<td>History of Anti-Semitism: Apply unit terms with persecution of the Jews</td>
<td>Anti-Semitism topic is a model for students’ individual project on American victims (see DI task)</td>
<td>Resources include various readings and images from the NJ Holocaust curriculum, ADL’s <em>Echoes</em> curriculum, and the Facing History text</td>
<td>Group work; class discussion</td>
<td>Analysis of USHMM’s online exhibit on Anti-Semitism</td>
<td>NJCCCS (09) 6.2.12.A.6.a</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### Differentiated Learning Activities

Based on interest, individual students are to select one of the fourteen American case studies from the Teaching Tolerance text, *Us and Them*. (Examples vary from the 17th century Quaker woman Mary Dyer to the 1991 race riot in Crown Heights.) Throughout the unit, each student is to apply the class discussions and course concepts to his or her specific case study. This material will be shared with the class online.

(UNIT 2 cont’d)

#### Ethical Decision Making/Character Education

During the Prejudice Today topic, students should complete the “Ethnic Jokes” activity from the NJ Holocaust curriculum. This activity can then lead students to discuss student language and terms that go beyond ethnicity and include stereotypes based on gender and sexuality.

#### 21st Century Skills: Media Literacy

To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. Students will analyze hate group websites and identify ways to evaluate inaccuracies. Two websites are incredibly helpful for this task: the USHMM’s denial exhibit [http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007272](http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007272) and the ADL’s site [http://www.adl.org/Holocaust/introduction.asp](http://www.adl.org/Holocaust/introduction.asp). This activity also reinforces the idea that Internet sites must always be evaluated before using them for research.

#### 21st Century Skills: Critical Thinking

Using the PBS Activity Pack “Studying Genocide,” students will click on the “Activities” tab to complete “What is Genocide?” task. This assignment goes beyond atrocities; rather it challenges students to realize the connection of genocides with social, economic and political events. Teams will create a timeline that identifies a specific genocide and illustrates the progression of
events and various causes. The Activity Pack can be found online at the MLHS Social Studies Department wiki, https://mlhshistory.wikispaces.com/PBS+Activity+Packs

Unit III: The Rise of Nazism & German Politics until 1939

*Essential Question:* How can our surroundings mold who we are? How does one’s political ideology win over others? Is propaganda immoral? Should a citizen disobey his/her government?

**Objectives:** Students will be able to:

- Identify key events of the life of Adolph Hitler with an emphasis on how they may have affected his worldview
- Describe the economic hardship, political instability and cultural conflicts in Germany during the Weimar Republic
- Assess the events that led to the collapse of the Weimar Republic and the rise of the Nazi Party
- Discuss the role of propaganda and the media in promoting Nazi ideology
- Examine the policies, laws & teachings in the years immediately following the Nazi assumption of power that led to the Holocaust
- Describe the impact of these measures (especially the Nuremberg Laws) had on Germany’s Jewish community
- Investigate the escalation of Nazi policies of persecution (especially including Kristallnacht and the Eugenics & Euthanasia programs)
- Analyze primary source materials that represent a range of Jewish experiences and responses to Nazi-German state policies
- Consider the role and responsibility of the individual in interrupting the escalation of hate and violence
<table>
<thead>
<tr>
<th>Topic/Content Skills</th>
<th>Assessment</th>
<th>Resources</th>
<th>Instructional Method</th>
<th>Tech Infusion</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weimar:</strong> Analyze economic charts, read primary sources, and examine treaties and other post-WWI documents</td>
<td>Completed <em>Weimar Germany</em> unit from the CHOICES curriculum</td>
<td>CHOICES curriculum PDFs</td>
<td>Group work; class discussion</td>
<td>The CHOICES unit will be online in the students’ workspace</td>
<td>6.2.12.A.8.d 6.2.12.A.9.a 6.2.12.C.9.a</td>
</tr>
<tr>
<td><strong>Propaganda:</strong> Define propaganda and identify methods; apply to advertising today; analyze Nazi examples from 1930s</td>
<td>Objective quiz based on “Analyzing Persuasion: 10 Teaching Aids”</td>
<td>USHMM’s propaganda exhibit; ADL Echoes Lesson 2 (including survivor testimonials); NJHC Units 3 &amp; 4 readings; <em>Facing History</em> 5</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming including excerpts from <em>The Eternal Jew</em> and <em>Triumph of the Will</em></td>
<td>6.2.12.A.16.a 6.2.12.C.11.a</td>
</tr>
<tr>
<td><strong>Jews in Germany:</strong></td>
<td>Visual representation of early persecution</td>
<td>ADL Echoes Lesson 2, NJHC unit 4 readings, Facing History chapter 4</td>
<td>Group work; class discussion</td>
<td>Using computer lab, students will access the Shoah’s <em>Pyramid of Hate</em> activity (from USC site)</td>
<td>6.2.12.A.11.b 6.2.12.C.11.a</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Nazis &amp; Others:</strong></td>
<td>Objective quiz</td>
<td>NJHC unit 4 readings, Facing History chapter 4</td>
<td>Group work; class discussion</td>
<td>Explore artifacts from the American Eugenics movement at this site <a href="http://www.eugenicsarchive.org">www.eugenicsarchive.org</a></td>
<td>6.2.12.A.11.b 6.2.12.C.11.a</td>
</tr>
<tr>
<td><strong>Road Not Taken:</strong></td>
<td>Discussion on how students’ perception on Human Nature have evolved since first unit</td>
<td>ADL Echoes lesson 3, NJHC unit 4 readings, Facing History chapter 4</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming including many of the USHMM’s online exhibits &amp; the ADL Echoes testimonials</td>
<td>6.1.12.D.16.a 6.2.12.D.11.a 6.2.12.D.11.b</td>
</tr>
</tbody>
</table>

(Unit 3 cont’d)

**Differentiated Learning Activities**
Based on ability, students will create posters on the Nazi treatment of various victims. Although each student will create a poster, the task will vary based on Bloom’s taxonomy. For example, students may be asked to demonstrate his comprehension of Nazi policies against the Jehovah’s Witnesses while another student may be asked to contrast the Nuremberg Laws with Jim Crow legislation.

**Ethical Decision Making/Character Education**
Students discuss the “David Rosenstein’s Dilemma” reading (NJH unit 4, reading 8) based on the Nuremberg Laws. Students will answer the following questions: What are one’s obligations to oneself? Family? Community? Which takes precedence?

**21st Century Skills: ICT (Information, Communications & Technology) Literacy**
To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. Assigned a product, students will utilize the most appropriate media creation...
tools, characteristics and conventions to create a piece a propaganda that will persuade consumers to purchase their designated product.

Unit IV: The stages of Nazi persecution and the emergence of systematic genocide

**Essential Question:** What does evil look like? Should corporations have any moral or ethical responsibilities in the conduct of their businesses? Should a citizen disobey his/her government? What should happen to perpetrators? Bystanders?

**Objectives:** Students will be able to:

- Identify the aims of Nazis in establishing ghettos and analyze primary sources describing victims’ living conditions
- Examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps
- Investigate the roles of the businesses, industrial, legal, scientific and medical communities in the Holocaust
- Debate the response to the Holocaust by the United States and the Allies
- Define resistance and examine the major obstacles to defying and resisting Nazi authority
- Investigate countries and people who responded to the Holocaust and offered refuge
- Discuss individual and collective responsibility for the Holocaust
- Examine the organization and design of the Nuremberg War Crimes tribunal and contrast the sentences given to the original 22 Nazi defendants
- Reevaluate his or her previous generalizations about human nature
<table>
<thead>
<tr>
<th><strong>Topic/Content Skills</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Instructional Method</strong></th>
<th><strong>Tech Infusion</strong></th>
<th><strong>NJCCCS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ghettos:</strong> Use ADL Echoes testimonials to describe the plight of Jews sent to ghettos; analyze primary sources especially from Theresienstadt</td>
<td>Discuss the Judenrat Dilemma activity (NJHC reading p 339)</td>
<td>USHMM’s ghetto exhibit; ADL Echoes Lesson 4 (including survivor testimonials); NJHC Unit 4 readings; <em>Facing History</em> chapter 6</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming including excerpts from <em>Schindler’s List</em> and the USHMM’s online exhibits including the Warsaw Ghetto Uprising</td>
<td>6.1.12.A.16.a 6.1.12.C.16.a 6.2.12.C.11.a</td>
</tr>
<tr>
<td><strong>Camps:</strong> Examine how death camps evolved from mobile killing squads; read <em>Night</em> to describe camp life</td>
<td>Objective quiz based on Elie Wiesel’s <em>Night</em>; and essay: “Can evil be banal?” (Use Wansee Conference)</td>
<td>ADL Echoes Lesson 5 (including survivor testimonials); NJHC units 4-6 readings; <em>Facing History</em> chapters 6 &amp; 7</td>
<td>Group work; class discussion</td>
<td>Access <em>Surviving Auschwitz: Five Personal Journeys</em> from the USC Shoah Foundation</td>
<td>6.1.12.A.16.a 6.1.12.B.16.a 6.1.12.C.16.a 6.2.12.C.11.a</td>
</tr>
</tbody>
</table>
| **Bystander or Rescuer?** Based on the film *America & the Holocaust*, debate the role of the United States | Debate participation | Film and NJHC unit 4 readings | Group work; class discussion | The PBS companion website’s online activity | 6.1.12.D.16.a
6.2.12.A.11.a |
| **Resistance:** Define resistance; support or refute statement: Holocaust victims were led like sheep to a slaughter | Identify & describe various examples of resistance | ADL Echoes Lessons 6 & 7 (including survivor testimonials); NJHC Unit 5 readings; *Facing History* chapter 7; various films | Group work; class discussion | Websites & video streaming including *Defiance* and *Uprising* | 6.2.12.C.11.a |
| **Holocaust Roles:** Contrast bystanders and rescuers | Objective quiz | ADL Echoes Lessons 7-9 (including survivor testimonials); NJHC Unit 7 readings; NJHS curriculum based on Italian intervention; *Facing History* chapter 8 | Group work; class discussion | Websites & video streaming | 6.1.12.D.16.a
6.1.12.D.18.c |
| Describe Nuremberg trials and discuss how culpable actors should be punished today | Discussion participation | NJHC Unit 7 readings; *Facing History* chapter 9 | Group work; class discussion | Websites & video streaming including *Gacaca, Living Together Again In Rwanda?* | 6.1.12.D.16.b |
Differentiated Learning Activities
Student groups based on ability will answer this question: How do German schools teach about the Holocaust. Each group will receive the information and design a presentation for the entire class. Online material: http://www.tfn.net/holocaust/present/9_twentythree.html

Ethical Decision Making/Character Education
Students will study the events surrounding the 1939 voyage of the MS St.Louis. Using the USHMM’s online exhibit and the ADL’s Lesson 9 activity, students will debate the responsibility of individuals and nations when a humanitarian crisis emerges.

21st Century Skills: ICT (Information, Communications & Technology) Literacy
To be effective in the 21st century, citizens and workers must be able apply digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information. For this project students will join the USHMM’s Mapping the Holocaust initiative. After learning how to use GoogleEarth’s GPS technology, groups will create a “Holocaust Layer” for the museum’s project.

Unit V: Genocide case studies

Essential Question: Why does history repeat itself? What does evil look like? When should a nation intervene?

Objectives: Students will be able to:

• Analyze the root causes of events other than the Holocaust that have been identified as genocides
• Apply Holocaust terms with designated genocide: victims, persecutors, bystanders, etc
• Describe the impact of media in genocide especially with those that have occurred most recently
• Design a memorial for a designated genocide
<table>
<thead>
<tr>
<th>Topic/Content Skills</th>
<th>Assessment</th>
<th>Resources</th>
<th>Instructional Method</th>
<th>Tech Infusion</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace how innovations in technology have affected genocide</td>
<td>Student discussion participation</td>
<td>Student research</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming</td>
<td>6.2.12.C.11.a</td>
</tr>
<tr>
<td>Design a memorial (see DI Activity below)</td>
<td>Memorial projects</td>
<td>Visuals of Holocaust memorials</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming</td>
<td>6.1.12.D.16.a</td>
</tr>
</tbody>
</table>

**Differentiated Learning Activities**

After reviewing how various cities and nations have memorialized the Holocaust, individual students will create a memorial that serves as tribute to the victims of a designated genocide. Based on interests students can create any type of memorial that they wish.

**Ethical Decision Making/Character Education**

Students will debate whether there can ever be “two sides to every story,” especially when discussing genocide. The discussion will be centered on the controversy surrounding the PBS presentation of a documentary *The Armenian Genocide* that was followed by a panel discussion including those who felt the genocide never occurred. Students will then debate whether the American president should allow genocide denial affect current US-Turkey foreign policy.

**21st Century Skills: Global Awareness, a 21st Century Theme**
Mastery of core subjects and 21st century themes is essential for students in the 21st century. In addition to our core subjects, we should promote the following 21st century interdisciplinary themes: global awareness; financial, economic, business and entrepreneurial literacy, civic literacy; and health literacy. This entire unit is devoted to the study of various genocides that have occurred across the globe during the past two centuries. Each student will focus on one genocide, promoting a better understanding of one corner of the world.

Unit VI: The 21st Century Citizen

*Essential Question:* What is the responsibility of a global citizen? How should a nation react to a global crisis?

**Objectives: Students will be able to:**
- Identify and describe how survivors have preserved evidence of the Holocaust and other genocides
- Research organizations that fight intolerance
- Explain how one can refute the claims made by Hitler apologists & Holocaust deniers
- Assess the value of genocide studies

<table>
<thead>
<tr>
<th>Topic/Content Skills</th>
<th>Assessment</th>
<th>Resources</th>
<th>Instructional Method</th>
<th>Tech Infusion</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the idea of “Never Again” and how survivors have preserved history; discuss Spielberg’s Shoah project</td>
<td>Discussion &amp; completion of the DI activity below</td>
<td>Facing History text chapters 9 &amp; 10; Holocaust survivor to speak with students about the process</td>
<td>Group work; class discussion</td>
<td>Use of the Shoah archives (housed at USC)</td>
<td>6.2.12.D.11.a</td>
</tr>
<tr>
<td>Task</td>
<td>Activity/Resource</td>
<td>Additional Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research civil rights organizations including the Southern Poverty</td>
<td>PSA project based on research of an</td>
<td>Examples of civil rights organizations and their mission statements; <em>Facing History</em> chapter 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Center</td>
<td>organization</td>
<td>Group work; class discussion</td>
<td>Teach Tolerance website; 6.1.12.D.16.b; 6.1.12.D.18.c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine various examples of Holocaust denial and create a manner in</td>
<td>Objective quiz and participation in the</td>
<td>Group work; class discussion</td>
<td>Websites &amp; video streaming; 6.1.12.D.16.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>which to combat such falsehoods</td>
<td>Ethical Decision debate below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To assess the value of genocide studies, complete one of five</td>
<td>Course survey and completion of course</td>
<td>Course project can be found on the NJHC site (Unit 7; p880)</td>
<td>Websites &amp; video streaming; 6.1.12.D.16.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities including a contract to participate</td>
<td>project</td>
<td>Student performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning Activities**

Students will create a visual representation of their choosing based on the following Robert F Kennedy quote: “Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope.” The themes of the entire course should be reflected in this project.

**Ethical Decision Making/Character Education**

Students will engage in a classroom debate regarding Holocaust denial. Students will support or refute Voltaire’s statement: “I disapprove of what you say, but I will defend to the death your right to say it.” Should Holocaust denial be illegal in the United States as it is in Germany, or should free speech (however vile) always be protected?