

# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN506S**

**Holocaust and Genocide Literature**

**Adopted 06/20/2017**

Updated 1/22/19

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

This course will provide a combination of multimedia, digital, literary, and informational sources allowing students to draw conclusions and analyze historical events through a literary perspective. In particular, students will examine various theories about human nature and behavior as shown through culture and relate them to personal experiences.

### Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	NJSLSA.R1. NJSLSA.R4.	NJSLSA.W4. W.11-12.7.	SL.11-12.1.	
<b>Unit 2</b>	NJSLSA.R1. RI.11-12.7.	W.11-12.7. W.11-12.9.	NJSLSA.SL5. SL.11-12.1.	NJSLSA.R4.
<b>Unit 3</b>	RI.11-12.7	W.11-12.7.	NJSLSA.R2 NJSLSA.R7. NJSLSA.W8 NJSLSA.SL2 NJSLSA.SL1.	
<b>Unit 4</b>	NJSLSA.R10 NJSLSA.R7. RI.11-12.7	NJSLSA.W8 NJSLSA.W4.	NJSLSA.SL1.	
<b>Unit 5</b>	NJSLSA.R7.	NJSLSA.W3. NJSLSA.W4.	NJSLSA.SL5. NJSLSA.SL1.	
<b>Unit 6</b>	NJSLSA.R7.	NJSLSA.W4.	NJSLSA.SL5. NJSLSA.SL1.	

### Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function

		<p>courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>4</b>	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>5</b>	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>6</b>	<p>ELP</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a</li> </ul>	<p>Standard 9.1 All</p>

	STANDARD 2: The Language of Language Arts	<p>multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <ul style="list-style-type: none"> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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## Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1</b>	2 weeks (10 days)
<b>Unit 2</b>	3 weeks (15 days)
<b>Unit 3</b>	5 weeks (25 days)
<b>Unit 4</b>	3 weeks (15 days)
<b>Unit 5</b>	2 weeks (10 days)
<b>Unit 6</b>	2 weeks (10 days)



## Unit 1: Intro to the Holocaust

### Unit Summary

Major reading skills include reading comprehension of nonfiction and editorial texts, inference, and personal reflection.

Major writing skills include journal writing, self-reflection, and research.

Since this is the introductory unit for the course, the skills learned in this unit will help students succeed in subsequent units.

### Essential Questions

- What is the difference between the Holocaust and genocide?
- What was the Nazi party's purpose of the Holocaust?
- How is prejudice obvious in today's music and current events?

### READING

Critical Knowledge and Skills	Standards
Engage in close reading	NJSLSA.R1.
Interpret words, phrases and style	NJSLSA.R4.
<b>Suggested Materials/Educational Resources</b>	
"Our Human Rights" WS "Imagine" WS "Ecidujdepr, Prejudice" WS Study Guide questions Victim cards	

### WRITING

Critical Knowledge and Skills	Standards
Write clearly and coherently	NJSLSA.W4.
Conduct short research projects	W.11-12.7.
<b>Suggested Materials/Educational Resources</b>	
KWL chart directions for prejudice projects	

### SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Work collaboratively	SL.11-12.1.
<b>Suggested Materials/Educational Resources</b>	
Our Human Rights" WS "Imagine" WS Powerpoint notes on prejudice Victim cards	



<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Define new vocabulary words	NJLSA.L6.
<b>Suggested Materials/Educational Resources</b>	
Powerpoint on terms USHMM.org	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Pre-reading journals Study Guide questions vocabulary definitions	Prejudice in the news project Prejudice in music project Victim compare/contrast chart	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
None	Ushmm.org, NJ Commission on Holocaust Education texts, PowerPoints	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Research project	produce clear and organized writing	find appropriate sources

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://www.ushmm.org/remember/id-cards">https://www.ushmm.org/remember/id-cards</a> <a href="http://unesdoc.unesco.org/images/0021/002186/218631E.pdf">http://unesdoc.unesco.org/images/0021/002186/218631E.pdf</a>

## Unit 2: Ghettos

### Unit Summary

**Major reading skills include reading comprehension of nonfiction and editorial texts, inference, and personal reflection.**

**Major writing skills include journal writing, self-reflection, and research.**

These skills will prepare students for both future English classes and college by teaching them to work independently and in small groups to read, research, write, and discuss ideas.

### Essential Questions

- What was the purpose of the ghettos during World War II?
- How do victims' experiences vary based on the ghetto in which they were placed?
- What role did ghettos play in "The Final Solution"?
- What was daily life like in the ghetto?
- How do first person accounts help us understand life in the ghettos?

### READING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in close reading Read and apply multiple sources	NJSLSA.R1. RI.11-12.7.
<b>Suggested Materials/Educational Resources</b>	
"Ghetto Life: Through Our Eyes" Study guide questions "Holocaust Kingdom"	

### WRITING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Conduct short research projects Draw evidence from multiple texts	W.11-12.7. W.11-12.9.
<b>Suggested Materials/Educational Resources</b>	
"Holocaust Kingdom" <i>The Pianist</i>	

### SPEAKING AND LISTENING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Use digital media as part of a presentation Engage in collaborative discussions	SL.11-12.1. NJSLSA.SL5.
<b>Suggested Materials/Educational Resources</b>	
"The Path to Genocide" PowerPoint notes on ghettos first person account videos from USHMM.org "Holocaust Kingdom"	

*The Pianist*

**LANGUAGE**

Critical Knowledge and Skills	Standards
Interpret and define new vocabulary words	NJSLSA.R4.
Suggested Materials/Educational Resources	
PowerPoint on ghettos	

**ASSESSMENT PLAN**

District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Study Guide questions Class discussion Writing assignment	Group project Presentation Journal	
District/School Texts	District/School Supplementary Materials	
None	Ushmm.org <i>The Pianist</i> "Holocaust Kingdom" NJ Commission on Holocaust Education sources	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
First person journal	narrative writing	grammar/punctuation

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>  
[http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust\\_and\\_genocide\\_file1.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf)

## Unit 3: Title

### Unit Summary

**Major reading skills include reading comprehension of nonfiction and fiction texts, inference, and personal reflection.**

**Major writing skills include compare/contrast writing, journal writing, self-reflection, and research.**

These skills will prepare students for both future English classes and college by teaching them to work independently and in small/large groups to read, research, write, and discuss ideas.

### Essential Questions

- What was the purpose of the concentration camps during World War II?
- How do victims' experiences vary based on the concentration camp in which they were placed?
- What role did concentration camps play in "The Final Solution"?
- What was daily life like in the concentration camps?
- How do first person accounts help us understand life in the concentration camps?
- How were different victim groups treated by the Nazis?
- How were survivors affected by their experiences?

## READING

Critical Knowledge and Skills	Standards
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	NJSLSA.R2 NJSLSA.R7.
Suggested Materials/Educational Resources	
Scholastic magazine, USHMM.org, concentration camp WS, <i>Maus II</i> , <i>T4, Night</i> , "The Man in the Pink Triangle"	

## WRITING

Critical Knowledge and Skills	Standards
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Gather relevant information from multiple	NJSLSA.W8 RI.11-12.7

print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	
<b>Suggested Materials/Educational Resources</b>	
USHMM.org, <i>Maus II</i> , <i>T4</i> , <i>Night</i> , “The Man in the Pink Triangle”	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 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	NJSLSA.SL2 NJSLSA.SL1.
<b>Suggested Materials/Educational Resources</b>	
USHMM.org, “Life in Extremis”	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Interpret and define new vocabulary words	NJSLSA.R4.
<b>Suggested Materials/Educational Resources</b>	
USHMM.org	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
study guide questions writing assignments whole/small group discussion questions	research project on concentration camps	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>Maus II</i> , Scholastic magazine	USHMM.org, <i>Maus II</i> , <i>T4</i> , <i>Night</i> , selections from <i>The Holocaust and Genocide: Betrayal of Humanity</i>	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Comparative project	determining central ideas/themes	presenting various sources

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
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[http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust\\_and\\_genocide\\_file1.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf)  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005474>

## Unit 4: Resistance

### Unit Summary

**Major reading skills include reading comprehension of nonfiction and fiction texts, inference, and personal reflection.**

**Major writing skills include compare/contrast writing, journal writing, and self-reflection.**

These skills will prepare students for both future English classes and college by teaching them to work independently and in small/large groups to read, research, write, and discuss ideas.

### Essential Questions

- **What are choices people needed to make during the Holocaust in regards to victim groups?**
- **How did Aryans help victims?**
- **What are ways that children were hidden during the Holocaust?**
- **What are examples of resistance against the Nazis?**
- **How did bystanders negatively affect victims?**

### READING

Critical Knowledge and Skills	Standards
Read and comprehend complex literary and informational texts independently and proficiently Integrate and evaluate content presented in diverse media and formats	NJSLSA.R10 NJSLSA.R7.
<b>Suggested Materials/Educational Resources</b>	
<i>We Wish to Inform You that Tomorrow We Will Be Killed with Our Families</i> , USHMM.org, <i>Schindler's List</i>	

### WRITING

Critical Knowledge and Skills	Standards
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Produce clear and coherent writing	NJSLSA.W8 NJSLSA.W4.
<b>Suggested Materials/Educational Resources</b>	
<i>We Wish to Inform You that Tomorrow We Will Be Killed with Our Families</i> , USHMM.org, <i>Schindler's List</i> , <i>I'm Still Here</i>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Integrate and evaluate multiple sources of information presented in different media or formats 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	RI.11-12.7 NJSLSA.SL1.
<b>Suggested Materials/Educational Resources</b>	
<i>I'm Still Here</i> , USHMM.org, <i>Schindler's List</i>	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NJSLSA.L2.
<b>Suggested Materials/Educational Resources</b>	
USHMM.org, <i>Schindler's List</i>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Study guide questions writing assignments whole/small group discussion questions	Blended poetry assignment	
District/School Texts	District/School Supplementary Materials	
<i>Schindler's List</i> <i>We Wish to Inform You that Tomorrow We Will be Killed with our Families</i>	<i>I'm Still Here</i> , USHMM.org	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Resistance research project	research using multiple sources	engaging in complete writing process

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="https://www.ushmm.org/information/visit-the-museum/group-reservations/resources/during/question-cards/bystanders">https://www.ushmm.org/information/visit-the-museum/group-reservations/resources/during/question-cards/bystanders</a>

<https://www.usmm.org/wlc/en/article.php?ModuleId=10005787>



## Unit 5: Post-Holocaust

### Unit Summary

**Major reading skills include reading comprehension and inference of nonfiction texts**

**Major writing skills include letter writing, critical analysis and self-reflection.**

These skills will prepare students for both future English classes and college by teaching them to work independently and in small/large groups to read, research, write, and discuss ideas.

### Essential Questions

**How were survivors affected after the end of the Holocaust?**

**How is the Holocaust portrayed in artwork?**

**How were youth specifically affected after the Holocaust?**

### READING

Critical Knowledge and Skills	Standards
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	NJLSA.R7.
<b>Suggested Materials/Educational Resources</b>	
<i>We Wish to Inform You that Tomorrow We Will be Killed with Our Families, I'm Still Here</i>	

### WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	NJLSA.W3. NJLSA.W4.
<b>Suggested Materials/Educational Resources</b>	
<i>I'm Still Here</i> , USHMM.org	

### SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
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.SL1. NJLSA.SL5.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
<b>Suggested Materials/Educational Resources</b>	
<i>I'm Still Here</i> , USHMM.org	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NJSLSA.L2.
<b>Suggested Materials/Educational Resources</b>	
<i>I'm Still Here</i> , USHMM.org	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
pre-viewing questions whole/small group discussion writing assignments	artwork poster	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>We Wish to Inform You that Tomorrow We Will be Killed with Our Families</i>	<i>I'm Still Here</i> , USHMM.org	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
letter to victims	narrative writing	spelling, grammar, punctuation

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf">http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf</a>

## Unit 6: Other Genocides

### Unit Summary

**Major reading skills include reading comprehension and inference of nonfiction texts**

**Major writing skills include critical analysis and self-reflection.**

These skills will prepare students for both future English classes and college by teaching them to work independently and in small/large groups to read, research, write, and discuss ideas.

### Essential Questions

**What were the causes of the Rwandan genocide?**

**How does the Rwandan genocide compare to the Holocaust?**

**What are examples of other genocides?**

### READING

#### Critical Knowledge and Skills

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Standards

NJSLSA.R7.

#### Suggested Materials/Educational Resources

*We Wish to Inform You that Tomorrow We Will be Killed with Our Families*, USHMM.org

### WRITING

#### Critical Knowledge and Skills

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Standards

NJSLSA.W4.

#### Suggested Materials/Educational Resources

*We Wish to Inform You that Tomorrow We Will be Killed with Our Families*  
*Hotel Rwanda*

### SPEAKING AND LISTENING

#### Critical Knowledge and Skills

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  
Make strategic use of digital media and visual displays of data to express

#### Standards

NJSLSA.SL1.  
NJSLSA.SL5.

information and enhance understanding of presentations.	
<b>Suggested Materials/Educational Resources</b>	
<i>Hotel Rwanda, USHMM.org</i>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NJSLSA.L2.
<b>Suggested Materials/Educational Resources</b>	
<i>We Wish to Inform You that Tomorrow We Will be Killed with Our Families Hotel Rwanda</i>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
whole/small group discussion writing reflections	Writing assessment	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>We Wish to Inform You that Tomorrow We Will be Killed with Our Families, Hotel Rwanda</i>	USHMM.org	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Book report	integrating multiple sources	spelling, grammar, punctuation

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://www.ushmm.org/wlc/en/article.php?ModuleId=10008223">https://www.ushmm.org/wlc/en/article.php?ModuleId=10008223</a>