

## Winslow Township School District

### Holocaust/Genocide Studies

#### Unit 1: Human Nature: The origins of prejudice and discrimination

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**Overview:** When exploring genocide during the 20th century, it is essential to understand the progression toward violence. While exploring various philosophical and sociological views on the nature of man, students will explore and develop their own opinions on man's propensity for violence. From the bystander effect and diffusion of responsibility to racism and social injustice, students will trace the development of a mass culture of hate and destruction, while developing strategies to overcome these human tendencies.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 1</u></a></p> <p><i>Human Nature: The origins of prejudice and discrimination</i></p>	<ul style="list-style-type: none"> <li>• 6.1.12.HistoryCC.11.d</li> <li>• 6.2.12.CivicsHR.4.a</li> <li>• WIDA 1, 5</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify and explain a group of philosophers, psychologists, and other thinkers who have made significant contributions to the discussion of human nature.</li> <li>• Students will be able to analyze and compare the ideas of the various thinkers indicated above, particularly comparing those holding opposing views such as Freud/Skinner; Locke/Hobbes; etc.</li> <li>• Students will be able to conduct an ongoing discussion of the nature vs. nurture argument as it pertains to human nature.</li> <li>• Students will be able to probe the issues surrounding the role of the “bystander” who watches others suffer without offering to help by examining, among others, the Kitty Genovese case.</li> <li>• Students will be able to apply an understanding of the concept of “conformist aggression” by studying the</li> </ul>	<ul style="list-style-type: none"> <li>• What is human nature?</li> <li>• Where do prejudice and hate originate?</li> </ul>

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		<p>writings of Erich Fromm, the Brown Eyes/Blue Eyes experiment, the Milgram Shock Experiment, and the Stanford Prison Experiment.</p> <ul style="list-style-type: none"><li>• Students will be able to dissect a work of art such as the novel/film <i>The Lord of the Flies</i> and the <i>Wave</i> for messages and meanings regarding human nature.</li><li>• Students will be able to differentiate between prejudice, stereotyping, and discrimination.</li><li>• Students will be able to identify and describe the various racial, religious, and ethnic groups in America and point out the different stereotypes and forms of discrimination, which they have been historically subjected to in America.</li><li>• Students will be able to make connections between the historical prejudice and discrimination and the same type of practices present in today's society by examining current events related to these issues.</li><li>• Students will be able to list the major events and accomplishments of the civil rights movement in the United States.</li><li>• Students will be able to recognize racial, religious, and ethnic stereotyping in themselves and/or others.</li><li>• Students will be able to analyze a contemporary piece of music for its message regarding prejudice and discrimination.</li></ul>	
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		<ul style="list-style-type: none"><li>• Students will be able to investigate the substance and efforts of modern American hate groups such as the KKK, Neo-Nazis, etc.</li><li>• Students will be able to explain ways in which individuals can reduce intolerance and affect related progressive change in their society.</li></ul>	
<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none"><li>• Mankind has the potential to do both good and evil.</li><li>• Prejudice, hatred, and discrimination are learned responses.</li></ul>		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 1: <i>Human Nature: The origins of prejudice and discrimination</i></b>	6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	12	30
	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.	14	
	Assessment, Re-teach and Extension		4	

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<b>Unit 1 Grade 10</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
Governments around the world support universal human rights to varying degrees.	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.

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Unit 1 Grade 10	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Multiple Choice Quizzes and Tests</li> <li>• Essay and Short Answer Tests</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Alternative Assessments:</li> <li>• Debate</li> <li>• Oral Report</li> <li>• Role Playing</li> <li>• Think Pair Share</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Presentations</li> <li>• Prezi</li> <li>• Gallery Walks</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Holocaust and Human Behavior, 2017. Facing History and Ourselves</li> <li>• Echoes and Reflections, 2014. Anti-Defamation League, USC Shoah Foundation and Yad Vashem. New York, NY.</li> <li>• NJ Amistad Commission</li> <li>• Learning for Justice</li> <li>• NJ Commission on Holocaust Education Curriculum Guides and Resources</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• Suggested Films               <ul style="list-style-type: none"> <li>• The Wave</li> <li>• The Milgram Shock Experiment (Pages 3-5)</li> <li>• A Class Divided</li> <li>○ <a href="http://www.pbs.org/wgbh/pages/frontline/teach/divided/">http://www.pbs.org/wgbh/pages/frontline/teach/divided/</a></li> </ul> </li> <li>• The Holocaust and Human Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Current Events Assignment</li> <li>• Students will create a multimedia presentation with issues of nature/nurture and good/evil.</li> <li>• Journal Entries</li> <li>• Free writing on the topic: “Are people generally good or evil and why?”</li> <li>• Reading excerpts from various human nature “thinkers” and free writing responses related to the readings</li> <li>• Conduct a class survey using “Attitudes towards Groups” from the NJ Curriculum</li> <li>• Create poems/music/stories about the pains of intolerance/discrimination</li> <li>• Viewing and discussion connected to films like The Wave and A Class Divided</li> </ul>

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##### Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

##### 9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

##### **Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

##### **Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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##### Modifications for Special Education/504

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner



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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
  - Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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##### Interdisciplinary Connections

###### CCSSELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

##### Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices