

**Winslow Township School District**  
**Holocaust/Genocide Studies**  
**Unit 2: Genocides of the 20<sup>th</sup> Century**

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**Overview:** As a precursor to the Holocaust, both the Herero and the Armenian Genocide provided a blueprint for Adolf Hitler's Final Solution and led to the destruction of millions of innocent victims. It is essential to explore the methods and history of both the Herero and the Armenian Genocide to discuss the dangers of denial for other societies. While studying the Holocaust specifically, one must understand the progression of events leading up to state sponsored annihilation and the necessity of bystander behavior who allow discrimination to eventually become a government policy of murder. Students will challenge themselves by thinking about and discussing the following questions to promote global citizenship and historical thinking. What were the historical roots of European/Christian anti-Semitism? How did this anti-Semitism evolve and spread over time? How did Adolf Hitler adopt and modify existing anti-Semitism in a way that was unlike any other? How did Adolf Hitler and the Nazis use anti-Semitism in their rise to power in Germany? In what ways were Jews first persecuted under Hitler's rule? What types of daily struggles did the Jews of Europe have to endure in the ghettos and camps under Nazi rule? How did they attempt to resist the Nazis? Who were some of the leaders of Jewish resistance? Did anyone offer help to Jewish families? In what ways and at what risk? What was the Final Solution? How did the Nazis arrive at this "solution"? How did the United States and the world community respond to Hitler's brutality? Did the survivors, as well as the victims, receive justice after the end of WWII?

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u><a href="#">Unit 2</a></u></p> <p><i>Genocides of the 20<sup>th</sup> Century</i></p>	<ul style="list-style-type: none"> <li>• 6.2.12.CivicsHR.4.a</li> <li>• 6.2.12.CivicsPI.4.b</li> <li>• 6.2.12.HistoryUP.4.c</li> <li>• 6.2.12.CivicsPI.4.a</li> <li>• 6.2.12.EconEM.4.a</li> <li>• 6.1.12.HistoryCC.11.d</li> <li>• 6.1.12.CivicsHR.11.a</li> <li>• WIDA 1, 5</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of genocide in the early 20<sup>th</sup> century.</li> <li>• Investigate ways in which the Herero Genocide and the Armenian Genocide became a blue print for the Holocaust.</li> <li>• Students will be able to define and examine the history of anti-Semitism from ancient times to 1933.</li> <li>• Students will be able to analyze and form conclusions about the late 19th and early 20th century</li> </ul>	<ul style="list-style-type: none"> <li>• What are examples of acts of genocide that occurred prior to 1945?</li> <li>• What was the first genocide of the 20<sup>th</sup> century?</li> <li>• What prompted the Ottomans to choose to kill the Armenians within their empire?</li> <li>• What were the reasons for Hitler's rise to power?</li> <li>• How did Hitler's anti-Semitism differ from all others?</li> </ul>

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		<ul style="list-style-type: none"> <li>• German politics that provided the roots for the rise of Nazism.</li> <li>• Students will demonstrate factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits, his leadership style/tactics, and his core beliefs.</li> <li>• Students will be able to evaluate the quality and conditions of Jewish life in Europe prior to the Holocaust.</li> <li>• Students will be able to assess and form conclusions about events that led to the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany.</li> <li>• Students will be able to determine why Nazi philosophy, ideology, and government policies appealed to certain aspects of human nature and behavior.</li> <li>• Students will be able to examine the role of the media and propaganda in promoting Nazi ideology.</li> <li>• Students will be able to reassess their views of human nature in light of new knowledge that they acquired about Hitler's life and the Nazi control of Germany.</li> <li>• Students will be able to examine policies, laws, and teachings in the years immediately following the Nazi assumption of power that contributed directly to the Holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>• How did Hitler embark on a path of the destruction of European Jews?</li> <li>• What was done to resist Hitler's plans?</li> </ul>
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<i>Unit 2: Enduring Understandings</i>	<ul style="list-style-type: none"><li>• Germany’s part in the Herero and Namibia Genocide.</li><li>• The Ottoman-Armenian relationship was fractured due to a weakening of the Ottoman’s political control over ethnic minorities.</li><li>• Ottomans chose killing over greater freedoms within their empire because they feared losing greater control.</li><li>• The Ottomans involved many segments of society in their plan for extermination, although there are notable examples of rescue during the genocide.</li><li>• Hitler openly embraced anti-Semitism and radical policies of discrimination against various minority groups in Germany.</li><li>• Most Germans embraced Hitler’s rigid leadership style as he promised a return to greatness and relief from economic depression.</li><li>• Hitler’s plan for extermination of the Jews evolved gradually over time.</li></ul>	
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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 2: Genocides of the 20<sup>th</sup> Century</b>	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	8	60
	6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.	8	
	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.	8	
	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.	8	
	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.	8	
	6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	8	
	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.	8	
	Assessment, Re-teach and Extension		4	

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Unit 2 Grade 10	
Core Ideas	Performance Expectations
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.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Complex interacting factors influence people’s perspective	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.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	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.
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.	6.1.12.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.

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Unit 2 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>• Teaching Tolerance</li> <li>• NJ Commission on Holocaust Education Curriculum Guides and Resources</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources</li> <li>• <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• A Case Study of the First Modern Genocide of the 20th Century <a href="http://www.genocideeducation.org">http://www.genocideeducation.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Free writing on the topic: “Christian-Muslim relations in the late 1800s and early 1900s”</li> <li>• Reading excerpts from primary source accounts of the Hamidian Massacres</li> <li>• View “The Armenian Genocide” and discuss the principal elements of the genocide</li> <li>• Interpret poems/stories/songs about the genocide</li> <li>• Socratic discussions/seminars to discuss the Ottoman motivations for genocide</li> <li>• Yeah/But assignments discussing opposing viewpoints</li> <li>• Viewing and discussion connected to the film Ararat</li> <li>• Use government documents as a method for discussion of the role of average Ottomans in the carrying out of the genocide</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**

**CCSS.ELA 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