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| **Program** | BCYF Perkins Adult Literacy Program |
| **Class, Level, GLE Range** | HiSET GLE 9-12 STAR GLE 4-8 |
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| **Title** | | **Human Dignity: WWII and the Holocaust** |
| **Time**  *hours and weeks* | | HiSET: 6 weeks 6 hours per week  STAR: 6 weeks 3 hours per week |
| **Purpose** | | * To understand human rights and how people, real and fictional characters, respond when those rights are challenged. * To understand why people feel the need to feel superior to others thereby bullying/persecuting them. * To understand why we stand by when such things are happening. |
| **Goals and Outcomes** | | Students will read biographies, survivor diaries and listen to tapes of survivor testimonies and children of Nazi perpetrators, to understand why people choose to act and others to do nothing.  The class will watch the film, “Schindler’s List” in order to “experience” what life in Germany was like for outsiders and to discuss why Schindler made his choice to save his workers.  Students will participate in a persecution/bullying experiment in order to think about how their actions and inactions affect themselves and those around them. |
| **Priority level-specific CCR Standards** | | *Standards are for both HiSET and STAR and so may vary*   * CCR Reading Anchor 6 B, C, D and E   Assess how point of view or purpose shapes the content and style of a text   * CCR Reading Anchor 4 B, C, D and E   Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone   * CCR Reading Anchor 8 B, C, D and E   Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence   * CCR Reading Anchor 10 B, C, D, and E   Read and comprehend complex literary and informational texts independently and proficiently  Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence   * CCR Writing Anchor 2 B, C, D and E   Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.   * CCR Writing Anchor 9 B, C, D and E   Draw evidence from literary or informational texts to support analysis, reflection and research   * CCR Speaking and Listening Anchor 1 B, C, D, and E   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.   * CCR Language Anchor 6, B, C   Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |
| **Key Resources** | | HiSET: Diary of Anne Frank 5.9  HiSET and STAR: Facing History survivor testimonies 6-12  HiSET and STAR: Partisan testimonies 6-12  STAR: Number the Stars by Elizabeth Lowry 4.8  STAR: The House on Mango Street by Sandra Cisneros 5  Facing History and Ourselves website |
| **ESSENTIAL QUESTIONS to Guide the Unit** | | |
| * Why did the world allow the Holocaust to take place? * Who decides a person’s worth? * Why do we stand by and do nothing? * Why do we bully? | | |
| **UNIT OBJECTIVES** | | |
| *These objectives apply to both HiSET and STAR levels*  *By the end of this unit, students will be able to:*(Content Objectives)   * Understand when and why people can be influenced to act against their moral principles. * Understand how group behaviors influence individuals.   *By the end of this unit, students will be able to:*(ELA Objectives)   * Determine an author’s point of view in a Survivor’s testimony, German citizen’s interview or Nazi perpetrator’s testimony and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. * Analyze accounts of Survivors, Germans and Liberators of the same event noting the important similarities and differences of the point of views that they represent. * Understand how words and phrases were manipulated by the Nazis as propaganda that led to false statements and fallacious reasoning and ultimately persecution of the Jewish people. | | |
| **ASSESSMENT** | | |
| **Culminating Assessment** - *authentic performance task(s) that demonstrate student learning and integration of the knowledge and skills taught through the objectives* | | |
| The class will show learning through the following culminating experiment:   * Students will be assigned to one of two roles: Grays or Reds. The grays will have their rights taken away from them for two days; they will not be able to drink from the water fountains, use the restroom, speak in class, sit in class. The Reds will have to choose for themselves how they treat the newly created second class citizens. * The class will keep journals/blogs about their choices and their feelings about those choices. They will share their journals with the class and write a final essay summarizing what they have learned. | | |
| **The learning will be evaluated by …** *e.g., using a rubric, checklist, etc.* | | |
| They will evaluate their learning through the use of checklists and rubrics that they will create along with their teacher. | | |
| **Other Evidence of Learning** | | |
| * New vocabulary words—see STAR lesson plans or HiSET lesson plans * Short essays * quizzes | | |
| **LEARNING PLAN** | | |
| **Suggested Sequence of Lessons and Activities**  Week 1: Prejudice and Stereotypes: Where do I come from? Where do I belong? How do I view others? How do they view me?  Week 2: What is Obedience: When do I decide to resist authority?  Week 3: Defining the Holocaust: What was the Holocaust? What caused it to happen? Who were the main protagonists?  Week 4: Bystanders and Upstanders: How did the world react? What caused some people/nations to fight injustice and others to stand by and do nothing?  Week 5: Defiance: How did the Jewish people fight back?  Week 6: Coming Home: How did the Holocaust enable Israel to become a country for the Jewish people? | | |
| **Suggested focus questions**:   |  |  | | --- | --- | | Topic 1 | Who am I? What factors shape my identity?  What does it mean to be “from” a place?  How does where we are from influence who we are? | | Topic 2 | What is prejudice?  What are stereotypes? Where do they come from?  How can stereotypes be used and abused? | | Topic 3 | What labels do I use to define myself? What labels do others use to define me?  What labels do Jews use to describe themselves?  What labels did some Germans use to describe Jews in the early 1900s?  Why do people make distinctions between “us” and “them”?  How is it possible to belong to a group yet to still be a unique individual? | | Topic 4 | What are the main ideas in the Nazi Party platform?  According to the Nazi Party platform, who is included in German society? Who is excluded?  What was life like in Germany during the Weimar Republic (1920-1933)?  How did the Nazi Party, a small, unpopular political group in 1920, become the most powerful political party in Germany by 1933? | | Topic 5 | What is a dictator? What is a dictatorship?  What happened to allow Hitler to become dictator of Germany?  What makes a democracy fragile? What can be done to protect and strengthen democracy? | | Topic 6 | What is obedience? What factors encourage obedience to authority?  What is resistance? What factors encourage resistance to authority?  What are some reasons why Germans obeyed authority in Nazi Germany?  What is the difference between obedience and blind obedience?  Under what circumstances do you think it is appropriate to obey authority? Why?  Under what circumstances do you think it is appropriate to resist authority?Why? | | Topic 7 | What is propaganda?  How did the Nazis use propaganda? What messages were they trying to send?  How do you think Nazi propaganda impacted the attitudes and actions of Germans in the 1930s?  What are examples of propaganda in society today? How do you think this propaganda impacts the attitudes and actions of people today? | | Topic 8 | What was the Holocaust? What is genocide?  What steps led up to the Holocaust?  How can we explain why ordinary people participated in the mass murder of millions of children, women, and men? | | Topic 9 | How did individuals, groups, and nations respond to information about persecution of the Jews and others by the Nazis?  What were the consequences for action? For inaction?  What is a bystander? What is an upstander?  Why do some people stand by during times of injustice while others try to do something to stop or prevent injustice? | | | |
| **Key Vocabulary** *– additional vocabulary may be selected by teachers at the lesson plan level* | | |
| Content: Holocaust, perpetrator, Jew, Aryan, anti-Semitism, Nazi  Academic: indoctrinate, genocide, survivor, propaganda, victim | | |
| **Additional Resources –** *e.g.,**background sources for teachers*, *teacher- or student-generated materials, etc.* | |
| Visit from a child of survivors  Jewish Partisan Educational Foundation website  Spielberg survivor tapes  Virtual tour of the Holocaust Museum in Washington D.C.  Elie Weisel Night | |