

# SCHOOL DISTRICT OF THE CHATHAMS

## Holocaust Studies and Human Behavior

Grade 8  
Marking Period

### Course Overview

This course uses an appropriate understanding of the historical context of the Holocaust to launch a wider view of the destructive effects of prejudice and intolerance. By learning of the personal lives of those who lived through the European Holocaust as well as historical examples of genocide and injustice, students will confront important themes of change and loss, courage, resourcefulness, fairness, humanity, justice and the ethical use of authority and power. Students will uncover the ways in which they can apply the lessons of the Holocaust to their own lives in the wider world.

### New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at [www.nj.gov/education/cccs/2020/](http://www.nj.gov/education/cccs/2020/).

#### Half-Century of Crisis and Achievement: The Era of the Great Wars

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.

#### Civics, Government, and Human Rights

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

#### Technology Standards

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

#### 21st Century Integration | NJSLS 9

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

#### Career Ready Practices

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

## **Interdisciplinary Connections**

### **English Language Arts**

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

## **Units of Study**

### Unit 1: Identity and Membership: Us and Them (~15 days)

- What does it mean to have a “range of choices” about how to act?
- What factors influence decision making?
- 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?
- How am I defined by others?
- What is prejudice? What are stereotypes? Where do they come from?
- What labels do I use to define myself? What labels do others use to define me?
- Why do people make distinctions between “us” and “them”?

### Unit 2: Creating Us and Them Groups (~15 days)

- How can studying human behavior and the Holocaust help us understand and prevent human injustice?
- What factors shape the formation and treatment of groups in society?

### Unit 3: Action and Inaction- Social Roles of Individuals and Groups (~15 days)

- What factors influence the roles and responses that individuals engage in during times of injustice?
- What can be learned from this course that can help guide decision-making in times of conflict?
- How has this course shaped your understanding about yourself and your world?

## **Learning Objectives/Discipline Standards of Practice**

### **Learning Objectives**

- Express ideas in writing, especially in a journal.
- Develop new vocabulary through exchange of ideas in discussion.
- Work with others to reach consensus.
- Develop their interpersonal awareness to better understand different perspectives to build well-reasoned understandings of social situations.
- Reflect on social conflict among a group of friends resulting in the ostracism of one of them thereby exploring issues like inclusion, exclusion, conformity.
- Synthesize and apply key ideas of identity, membership, place, prejudice and stereotypes by confronting misinformation about Jewish life written in the late 1800s.

- Demonstrate an understanding of stereotypes through participation in class discussion and journal writing.
- Examine decisions that are made for the common good.
- Connect historical context to individual choices and beliefs.
- Analyze propaganda by identifying the messenger, the message, and the audience of specific words and images.
- Interpret the decisions based on their historical context and universal aspects of human behavior.
- Analyze factors that influence their decision-making during a time of conflict or crisis.
- Understand the ethical dimensions of historical events.

### Discipline Standards of Practice

- Developing Questions and Planning Inquiry
  - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning

supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### **Instructional Resources and Materials**

*Whole class resources have been identified with an asterisk.*

*The instructional materials will vary in order to meet the learning needs of students. Reading materials found in classroom libraries maintained by teachers may support student learning. The supplemental text titles listed below are recommended by and included in Units of Study resources. Teachers may incorporate a variety of readings, documents, video clips, maps, charts, photographs, music, and web-based materials into lessons throughout the year.*

### **Resources**

- *Decisions Making in Times of Injustice* by Facing History and Ourselves Foundation, Inc., 2009
- Strom, Margot Stern. *Facing History and Ourselves: Holocaust and Human Behavior: Resource Book*. Brookline, MA: Facing History and Ourselves National Foundation, 1994.

### **Supplemental Materials**

- Teacher Generated Presentations
- Instructional videos

### **Assessment Strategies**

*Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).*

*Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:*

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Project Based Assessment

Course Specific Assessments Include:

- Learning Journal
- Holocaust Reading Project