

## Board Approved August 2013

DEPARTMENT: Social StudiesCOURSE: Holocaust and Modern Day Genocide

Week	Marking Period 1	Week	Marking Period 3
1	What is genocide? Case Study: Armenia	21	What is genocide? Case Study: Armenia
2	Case Study: Armenia Studying the Holocaust	22	Case Study: Armenia Studying the Holocaust
3	Studying the Holocaust Anti-Semitism and the Rise of Nazi	23	Studying the Holocaust Anti-Semitism and the Rise of Nazi
4	Anti-Semitism and the Rise of Nazi Germany	24	Anti-Semitism and the Rise of Nazi Germany
5	The Ghettos The Final Solution Jewish Resistance	25	The Ghettos The Final Solution Jewish Resistance
6	Jewish Resistance Non-Jewish Resistance/Rescuers	26	Jewish Resistance Non-Jewish Resistance/Rescuers
7	Survivors and Liberators Perpetrators, Collaborators and Bystanders	27	Survivors and Liberators Perpetrators, Collaborators and Bystanders
8	Remembering the Holocaust	28	Remembering the Holocaust
9	Project – <i>The Sunflower</i>	29	Project – <i>The Sunflower</i>
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Case study: Cambodia	31	Case study: Cambodia
12	Case study: Iraq	32	Case study: Iraq
13	Case study: Bosnia and Kosovo	33	Case study: Bosnia and Kosovo
14	Case study: Rwanda	34	Case study: Rwanda
15	Case study: Sudan	35	Case study: Sudan
16	Case study: Sudan	36	Case study: Sudan
17	Case study: Indigenous Peoples	37	Case study: Indigenous Peoples
18	Memory, Forgetting and Denial	38	Memory, Forgetting and Denial
19	FINALS	39	FINALS
20		40	

<b>Time Frame</b>	<b>Days 1-4</b>						
<b>Topic</b>							
What is genocide?							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What are the factors that lead to genocide?</li> <li>• What role, if any, does education and/or culture play in committing genocides?</li> <li>• What are the modern genocides that have occurred recently or are occurring now?</li> <li>• How does the United Nations define genocide and what role does the U.N. and/or other international organizations have in stopping genocide?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• the definition of genocide.</li> <li>• how prejudice and bigotry may lead to genocide.</li> <li>• the factors that have led to different genocides.</li> <li>• comparisons between current and past genocides.</li> <li>• the responsibility of the international community with regards to genocide.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• analyze the causes of genocide.</li> <li>• describe the role of bigotry and prejudice in modern genocide.</li> <li>• debate the differences between the Holocaust and modern genocide.</li> <li>• develop ideas to prevent future genocides.</li> <li>• debate the roles and responsibility of the international community in ending genocide.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

**Time Frame****Days 5-9****Topic**

Case Study: Armenia

**Essential Questions**

- What point was Adolf Hitler making when he said, ‘Who, after all, talks nowadays of the annihilation of the Armenians?’
- What were the major factors contributing to the outbreak of the Turkish genocide against the minority Armenian population?
- What was the role of mass deportations in the genocide?
- To what extent were the perpetrators of genocide brought to justice after World War I?
- What has been the role of the modern Turkish state and its international supporters in denying the Armenian genocide?

**Enduring Understandings**

Students will understand:

- the major factors contributing to the genocide of the Armenians by the Turks.
- how the Armenian genocide influenced the Holocaust.
- why the genocide is denied by the Turkish government and how this impacted the extent to which perpetrators were punished.

**Alignment to NJCCCS**

6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d

**Key Concepts and Skills**

Students will be able to:

- discuss the influence of the Armenian genocide on Adolf Hitler.
- identify the factors that contributed to the genocide of the Armenians.
- analyze how World War I provoked Turkish animosity towards the Armenians.
- assess why the Turkish government denies the genocide against the Armenians.

**Learning Activities**

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

NJSLSA.R.1; NJSLSA.R.2; NJSLSA.R.3; NJSLSA.R.7; NJSLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9

**Technology Integration**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul> | 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2 |
|--|--|

<b>Time Frame</b>	<b>Days 10-13</b>						
<b>Topic</b>							
Studying the Holocaust							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>What value is there in studying human catastrophes, in general, and the Holocaust, in particular?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand:							
<ul style="list-style-type: none"> <li>the difference between natural and human catastrophes.</li> <li>the vocabulary and terminology necessary for studying the Holocaust.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to:							
<ul style="list-style-type: none"> <li>differentiate between natural and human catastrophes.</li> <li>consider the importance of studying human catastrophes.</li> <li>differentiate between primary and secondary source materials and consider the importance of both types with regards to studying the Holocaust.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 14-17</b>						
<b>Topic</b>							
Anti-Semitism and the Rise of Nazi Germany							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• Why was anti-Semitism so prevalent in Europe and how did it influence Nazi racial ideology?</li> <li>• How did the Nazis use anti-Semitism to strengthen their campaign against German Jewry?</li> <li>• How did the fragile Weimar government allow the breakdown of democracy in Germany?</li> <li>• How did legislation, terror and propaganda isolate German Jewry from German society?</li> </ul>							
<b>Enduring Understandings</b>							
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• the origins of anti-Semitism in Europe.</li> <li>• how propaganda was used to exploit anti-Semitic attitudes among Germans and other Europeans in order to create an atmosphere of terror.</li> <li>• what historical events allowed for a dramatic change in social policies in Germany between 1933-1939</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define anti-Semitism and explain its origins.</li> <li>• identify the similarities/differences between pre-Nazi anti-Semitism and Nazi racial ideology.</li> <li>• examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.</li> <li>• consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.</li> <li>• assess the role and responsibility of the individual in the escalation of hate and violence.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> </ul>		8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2					

DEPARTMENT: Social Studies

COURSE: Holocaust and Modern Day Genocide

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Projector</li><li>• Streaming Facts on File</li><li>• Video excerpts</li></ul> |  |
|--|--|

<b>Time Frame</b>	<b>Days 18-20</b>						
<b>Topic</b>							
The Ghettos							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How did the ghettos represent another step in the continuum of Nazi racial policies against the Jews?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>that the ghettos were used by the Nazis to humiliate the Jews and severely limit their existence.</li> <li>the ghettos were plagued by overcrowding, starvation and disease and caused many to lose their sense of human dignity.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>identify the aims of Nazis in establishing ghettos.</li> <li>specify countries in Eastern and Central Europe where Nazis established ghettos.</li> <li>examine what life was like for Jews forced to live in ghettos.</li> <li>consider the various ways individuals responded to unjust actions.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 21-24</b>						
<b>Topic</b>							
The Final Solution							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>When was the 'Final Solution to the Jewish Question' decided upon and how was it carried out?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>what was meant by the 'Final Solution to the Jewish Question.'</li> <li>how the mass murder of the Jews was carried out.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>identify the significance of the Wannsee Conference in determining the 'Final Solution.'</li> <li>discuss the importance of mobile killing squads and extermination camps in Nazi Europe.</li> <li>assess what life was like in concentration camps and extermination camps.</li> <li>debate how and why so many people became perpetrators of or bystanders to mass murder.</li> <li>consider issues of social and personal responsibility in their own lives.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			



<b>Time Frame</b>	<b>Days 25-27</b>						
<b>Topic</b>							
Jewish Resistance							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What were the risks involved for Jews who attempted to resist Nazi domination?</li> <li>• What were the means, scope, and intensity of resistance efforts within the Jewish community?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• the various manifestations of resistance within the Jewish community.</li> <li>• how the Nazis attempted to stymy resistance and rebellion among the Jews.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• describe methods used by Nazis to discourage and reduce resistance and rebellion in occupied territories.</li> <li>• recognize several forms of cultural and spiritual resistance that occurred in the ghettos and extermination camps.</li> <li>• understand the connection between the ‘Final Solution’ and armed resistance, as well as the special meaning resistance had during the Holocaust.</li> <li>• examine the importance of personal and cultural identify and the struggle to maintain it.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 28-30</b>						
<b>Topic</b>							
Non-Jewish Resistance and Rescuers							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How did non-Jewish rescuers attempt to help Jews in Nazi-occupied Europe?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand:							
<ul style="list-style-type: none"> <li>why non-Jews chose to help the Jews of Nazi-occupied Europe, and the dangers of doing so.</li> <li>how non-Jews help Jews during the Holocaust.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to:							
<ul style="list-style-type: none"> <li>analyze the motivations of non-Jewish rescuers in their efforts to help Jews survive.</li> <li>identify the risks involved when non-Jews helped Jews hide or escape and the moral choices that were made.</li> <li>examine the various forms of assistance that were given to Jews by non-Jews during the Holocaust.</li> <li>examine the obstacles and dangers that hidden children had to overcome in order to have a chance to survive.</li> <li>examine the price of apathy and indifference in the face of injustice.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 31-32</b>						
<b>Topic</b>							
Survivors and Liberators							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What was the political, legal, social and emotional status of the Jewish survivors?</li> <li>• What was the role of liberators following the defeat of the Nazis at the end of World War II?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• the meaning/significance of liberation for Jews and for the liberators at the end of World War II.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• understand the complex emotional ramifications of liberation for both the Jews and the Allied soldiers who liberated them.</li> <li>• discuss displaced persons camps, specifically what life was like for people living in these camps.</li> <li>• assess the serious difficulties that survivors faced after liberation, including reuniting broken families, providing care to children and reclaiming homes and communities.</li> <li>• consider how an individual is influenced by the collective experience of his/her cultural group.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 33-35</b>						
<b>Topic</b>							
Perpetrators, Collaborators and Bystanders							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How should those people who collaborated with the Nazis during World War II be regarded and/or punished?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>the complex issue of relative guilt within the context of the Nazi occupation of Europe.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>examine the role of those who collaborated with the Nazis during World War II.</li> <li>analyze and discuss the Nuremberg Trials and other war crimes trials that took place after World War II.</li> <li>analyze the culpability of the free world in what ultimately happened to the Jews in Europe.</li> <li>consider the role of the individual to ensure a safe and free society.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 36-37</b>						
<b>Topic</b>							
America and the Holocaust							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What social and political factors shaped America's response to the Holocaust?</li> <li>• Why did the American government erect a 'paper wall' that prevented all but a few Jewish refugees from entering the country between 1938-1944?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• how the U.S government dealt with information regarding the persecution and murder of European Jewry.</li> <li>• how the State Department kept Jewish refugees out of the U.S.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• discuss the sources that the U.S. government had with the regards to the persecution and mass murder of the Jews and others in Europe.</li> <li>• assess how the government dealt with this information.</li> <li>• Analyze how the State Department severely limited the number of Jewish refugees to this country.</li> <li>• identify the significance of the Casablanca Conference.</li> <li>• discuss the significance of the establishment of the War Refugee Board.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>			8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2				

<b>Time Frame</b>	<b>Days 38-39</b>						
<b>Topic</b>							
Remembering the Holocaust							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How is the Holocaust remembered?</li> <li>• How has time changed and shaped memory with regards to the Holocaust?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• how the world dealt with the enormity of the Holocaust.</li> <li>• the importance of remembrance in a society.</li> <li>• the types of memorials that remember the Holocaust.</li> <li>• how modern Germany (et al) has acknowledged the Holocaust.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• assess how the world has remembered and memorialized the Holocaust.</li> <li>• discuss the importance of remembering the Holocaust.</li> <li>• analyze how time shapes and changes memory and how that impacts Holocaust remembrance.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 40-42</b> <i>The Sunflower</i>						
<b>Time Frame</b>	<b>Days 43-48</b>						
<b>Topic</b>							
Case Study: Cambodia (1970s)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What was the Khmer Rouge and what were their goals?</li> <li>• Who was Pol Pot and how/why did he engineer genocide in Cambodia?</li> <li>• How did the Khmer Rouge eliminate any and all foreign influence in Cambodia?</li> <li>• How did the genocide in Cambodia end and what were its long-term effects?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• how Pol Pot and the Khmer Rouge designed and enacted genocide in Cambodia.</li> <li>• how Cambodian society was ‘purged’ and ‘purified’ of perceived enemies.</li> <li>• how the genocide in Cambodia ended.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• analyze Pol Pot and the genocide he led in Cambodia.</li> <li>• discuss the Khmer Rouge and their goal to create a community peasant farming society.</li> <li>• examine the killing fields.</li> <li>• discuss the purging of ‘class enemies’ and the ‘purification’ of Cambodian society.</li> <li>• analyze how Pol Pot lost power and how the genocide ended.</li> <li>• examine the effects of the Cambodian genocide.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 49-53</b>						
<b>Topic</b>							
Case Study: Iraq (1980s)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How did the history of Iraq lay the groundwork for the crimes against humanity that occurred in the late 20<sup>th</sup> century?</li> <li>How was genocide used as a tactic to reduce rebellions in restive regions?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>the role of ethnic tensions and cultural histories in creating prejudice and hate.</li> <li>the role of ethnic tension in creating a genocidal environment.</li> <li>the use of chemical weapons to enact genocide</li> <li>the lack of involvement by the international community when geo-political concerns are present.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>determine to what extent the aftermath of World War I set the table for the Kurds to be attacked.</li> <li>assess the role Saddam Hussein in this genocide.</li> <li>debate criticisms that have been made of the foreign (Western European /US) role in not stopping the use of chemical weapons against Kurdish civilians.</li> <li>evaluate what happened in the Balisan valley in April 1987, and why.</li> <li>determine how the genocide has empowered the Kurds to seek a secure homeland.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJSLSA.R.1; NJSLSA.R.2; NJSLSA.R.3; NJSLSA.R.7; NJSLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>			8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2				



<b>Time Frame</b>	<b>Days 54-59</b>						
<b>Topic</b>							
Case Study: Bosnia and Kosovo (1990s)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>How did the history of Yugoslavia lay the groundwork for the crimes against humanity that occurred in the late 20<sup>th</sup> century?</li> <li>Is there a difference between 'ethnic cleansing' and genocide?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>the similarities between the violence in Kosovo and that in Bosnia.</li> <li>the role of ethnic tensions and cultural histories in creating prejudice and hate.</li> <li>the role of ethnic tension in creating a genocidal environment.</li> <li>what ethnic cleansing is and how the euphemism was contrived.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>determine to what extent the Bosnian genocide can be ascribed to 'ancient hatreds'?</li> <li>assess the role of nationalist leaders in the late 1980s and early 1990s.</li> <li>debate criticisms that have been made of the foreign (Western European /US) role in Yugoslavia's dissolution, and during the Bosnian war of the 1990s.</li> <li>evaluate what happened at Srebrenica in July 1995, and why.</li> <li>evaluate the ways in which the campaign in Kosovo in 1998-99 similar to the Serbs' genocidal strategy in Bosnia.</li> <li>determine how successful the post-genocide quest for justice been in the territories of the former Yugoslavia.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussion</li> <li>PowerPoint presentations</li> </ul>				<ul style="list-style-type: none"> <li>Film and documentary excerpts</li> <li>Primary and secondary document analysis</li> </ul>			
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Debates/presentations</li> <li>Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
RH/11-12/1-10; WHST/11-12/1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop</li> <li>PowerPoint</li> <li>Projector</li> <li>Streaming Facts on File</li> <li>Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 60-65</b>						
<b>Topic</b>							
Case Study: Rwanda (1994)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What role did imperialism play in Rwanda?</li> <li>• What did the delineation between Hutu and Tutsi develop and how did it influence the genocide?</li> <li>• How did the genocide in Rwanda begin and end?</li> <li>• Did the international community shirk their collective responsibility with regards to the genocide in Rwanda?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• the impact of imperialism on the events in Rwanda.</li> <li>• the role of prejudice in the genocide.</li> <li>• how the genocide began and how it ended.</li> <li>• how the inaction of the global community impacted the outcome of the genocide.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• analyze the role of imperialism in Rwanda.</li> <li>• discuss the distinction between the Hutu and Tutsi groups within Rwanda.</li> <li>• analyze how prejudice led to genocide.</li> <li>• discuss the events of the genocide and how the genocide ended.</li> <li>• debate the responsibility of the international community in not helping to stop the genocide in Rwanda.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> </ul>				<ul style="list-style-type: none"> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>			
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>			8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2				

<b>Time Frame</b>	<b>Days 66-73</b>						
<b>Topic</b>							
Case Study: Sudan							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What are the causes of the genocides occurring in Sudan and who is involved?</li> <li>• How do religious differences and prejudice exacerbate these conflicts?</li> <li>• What role should the international community play in ending genocides in this part of Africa?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• why genocide is occurring in Sudan and who is involved.</li> <li>• the role of religious differences and prejudice in this area.</li> <li>• why the international community has only been marginally involved in helping Sudan.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• examine the causes of genocide and violence occurring in Sudan.</li> <li>• discuss the role of the Sudanese government and the Janjaweed.</li> <li>• analyze how religious differences and prejudice exacerbate these conflicts.</li> <li>• debate the role of the international community with regards to the violence in Sudan.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

<b>Time Frame</b>	<b>Days 74-79</b>						
<b>Topic</b>							
Case Studies: Genocides of Indigenous Peoples							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is the ‘discourse of extinction’ vis-a-vis indigenous peoples?</li> <li>• Why have so many genocides occurred against indigenous peoples worldwide?</li> <li>• What role did genocide play in the conquest of indigenous peoples in the Americas, Africa, and Australasia?</li> <li>• What occurred in Guatemala in the late 1970s and early 1980s?</li> <li>• What is the concept of a ‘genocidal society’ in the context of Australian history?</li> <li>• Why do so many people either deny or celebrate genocides against indigenous peoples?</li> <li>• What is the role of disease in the destruction of indigenous populations, and is it possible to separate the unintentional spread of disease from intentional acts of genocide?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• the role genocide played in the conquest of indigenous peoples.</li> <li>• the role disease plays in the destruction of indigenous populations.</li> <li>• why people often deny or celebrate the maltreatment of indigenous peoples.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• identify ‘indigenous people.’</li> <li>• analyze and discuss the role of genocide in the conquest of indigenous peoples.</li> <li>• discuss the phenomenon of ‘residential schools’ in North America and Australia.</li> <li>• examine the concept of a ‘genocidal society.’</li> <li>• assess the situation of indigenous peoples around the world today.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			

• DEPARTMENT: Social Studies  
Video excerpts

COURSE: Holocaust and Modern Day Genocide

<b>Time Frame</b>	<b>Days 80-82</b>						
<b>Topic</b>							
Memory, Forgetting and Denial							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How do governments and other actors seek to control and shape historical memory? What are some examples in the history of genocide?</li> <li>• Why is genocide denial prevalent and what are the major points that allow it to persist?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand: <ul style="list-style-type: none"> <li>• how the attitudes to the Nazi past have evolved in post-World War II Germany.</li> <li>• the major arguments of genocide deniers.</li> <li>• prominent examples of denial.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.11.e; 6.2.12.D.4.h; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.A.6.d							
<b>Key Concepts and Skills</b>							
Students will be able to: <ul style="list-style-type: none"> <li>• identify key arguments of genocide deniers</li> <li>• discuss prominent instances of genocide denial.</li> <li>• assess how denialist statements should be handled, i.e. discouraged, marginalized or blatantly suppressed.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• PowerPoint presentations</li> <li>• Film and documentary excerpts</li> <li>• Primary and secondary document analysis</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Debates/presentations</li> <li>• Quizzes/tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PowerPoint</li> <li>• Projector</li> <li>• Streaming Facts on File</li> <li>• Video excerpts</li> </ul>				8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2			
<b>Time Frame</b>	<b>Days 83-85 (FINAL EXAMS)</b>						