

Unit Title: **Rescue****Holocaust Education - Historical Notes and Teaching Suggestions for Educators:**

The murder of millions of European Jews did not begin with mass shootings or gas chamber executions. It began with attitudes of prejudice, acts of discrimination, and a denial of civil rights and human dignity. As the Nazis and their collaborators intensified the persecution, Jewish people struggled to confront the worsening situation. In most cases, it was difficult for them to find reliable allies. Many found that former friends and acquaintances were unsympathetic to their plight. In fact, most people reacted toward them with indifference, or even hostility. Others, who may have been sympathetic, were paralyzed by fear. In every country where the Holocaust occurred, however, there were some people who recognized a moral obligation to engage in rescue efforts. The degree of risk varied according to location and situation, but the danger was real. All faced the possibility of arrest, incarceration in a concentration camp, torture, or even execution. In spite of this, most rescuers did not see themselves as heroes. They believed that anyone would have acted as they did under similar circumstances. They did not see themselves as unusual, but their actions proved that they were the exceptions to the rule. They demonstrated that it was possible to live up to the highest ideals, even in the midst of the Nazi terror.

No study of the Holocaust would be complete without recognizing the significance of rescuers. By remembering them, we choose to honor their legacy and establish a lasting memory of their deeds. Though there were relatively few rescuers, their stories provide an unparalleled opportunity for students to reflect upon qualities of character and moral leadership. Our challenge is to learn and apply the lessons of the rescuers today.

As your students study the topic of rescue, help them to keep the following points in mind:

- Some rescuers had to act alone and in complete secrecy. Others were members of groups or communities acting together. Most rescuers lived under Nazi occupation, but the occupation was much harsher in some areas than others. Some rescuers enjoyed the protection of foreign governments. “Diplomat Rescuers” such as Chiune Sugihara, Aristides de Sousa Mendes, and Raoul Wallenberg are examples of the latter type. The identity, location, and circumstances of rescuers had a huge impact on what they could accomplish.
- The success of rescue activities depended on multiple factors. The most important of these were the relative severity of German occupation policies in a given area, and the attitude of the general population toward Jews in general and rescue efforts in particular. In places where the German occupation policies were less severe and the general population was more supportive of rescue efforts, the more Jews were saved. The courage of individual rescuers was always a factor, but was not less evident in areas where rescue was more difficult. In fact, rescuers in these areas faced the greatest risk and acted in spite of the extreme danger.
- Most rescuers did not seek out their first rescue opportunities. They were usually confronted unexpectedly with a person needing help and could not refuse. Their first efforts often emboldened them to continue.
- Accounts of rescue are inspirational, but they are not the main story of the Holocaust. They are exceptions to the overall pattern of destruction. Most victims of the Holocaust had no rescuer. Students shouldn’t be left with the impression that most people were rescuers or that rescue saved large numbers of Holocaust victims in comparison with the number who perished.

Essential Questions for the Unit:

1. Why did the world fail to respond effectively to the Jewish refugee crisis of the 1930’s?
2. Why did the world largely fail to engage in significant rescue efforts to save European Jews from extreme persecution and genocide during the war years?
3. How did the world’s response to the plight of Jews impact the attitudes and policies of Nazi Germany over time?
4. How do political, social, and economic considerations impact the decisions of nations regarding whether to engage in rescue?
5. How do individuals decide whether to engage in rescue?

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6. What are the barriers to rescue? How and why are some people able to overcome these barriers while others are not?
7. How did rescue initiated from within German-held territory differ from that initiated from outside?

Connections with F.S. 1003.42 – Florida’s Holocaust Education Required Instruction Mandate:

Required Instruction: F.S. 1003.42(g) – Holocaust

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to

1. an investigation of human behavior,
2. an understanding of the ramifications of prejudice, racism, and stereotyping, and
3. an examination of what it means to be a responsible and respectful person,

for the purposes of

4. encouraging tolerance of diversity in a pluralistic society and for
5. nurturing and protecting democratic values and institutions.

In this unit, item 1 will be featured in lessons and/or activities that explore how and why some people engaged in rescue while others did not.

Item 2 will be featured in lessons and/or activities that focus on the prevalence of racism, prejudice, and stereotyping in different areas and the willingness of individuals, groups, and nations to engage in rescue.

Item 3 will be featured in lessons and/or activities that explore example of how responsible and respectful behaviors were reflected in decisions to rescue, acts of rescue, and attitudes toward rescue and rescuers. Emphasis should be given to identifying character traits associated with rescue and rescuers.

Item 4 will be featured in lessons and/or activities that examine the relationship between attitudes toward pluralism and diversity and their impact on rescue decisions and behaviors.

Item 5 will be featured in lessons and/or activities that consider the connection between democratic values and the strength of democratic institutions and the willingness of democratic societies to engage in rescue. The question of whether or not there is a positive correlation should be studied.

Overall Unit Learning Goal(s)/Objective(s): Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8 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.

LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

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LAFS.68.RH.1.6 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).

SS.6.W.1.3 Interpret primary and secondary sources.

SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.4.2-Recognize government and citizen participation in international organizations.

SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II.

SS.912.A.6.5-Explain the impact of World War II on domestic government policy.

SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.P.9.6-Describe how group dynamics influence behavior.

SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.P.9.9-Describe determinants of prosocial behavior.

SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7-Trace the causes and key events related to World War II.

SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Scale:		
2.0 Simpler Content	3.0 Target (Objective)	4.0 Greater Complexity
<p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 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.</p> <p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or</p>	<p>Student evidence should show that they can:</p> <p>Create hypotheses, based on documentary evidence, to predict historical conditions and circumstances under which individuals, groups, and/or nations will be more likely to engage in rescue efforts.</p> <p>Analyze the relationship between a nation’s ideas about the responsibilities of citizens and their participation in national and international organizations and NGOs</p>

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<p>compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Outline short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (LAFS.K12.W.3.7)</p> <p>Identify relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (LAFS.K12.W.3.8)</p> <p>Identify evidence from literary or informational texts to support analysis, reflection, and research. (LAFS.K12.W.3.9)</p> <p>Recall aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (LAFS.68.RH.1.6)</p> <p>Identify primary and secondary sources. (S.6.W.1.3)</p> <p>Identify examples of how history transmits culture and heritage and provides models of human character. (SS.W.1.6)</p> <p>List responsibilities of citizens at the local, state, or federal levels. (SS.7.C.2.3)</p> <p>Recognize the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)</p> <p>Recall government and citizen participation in international organizations. (SS.7.C.4.2)</p> <p>Recall why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic,</p>	<p>topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.68.RH.1.6 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).</p> <p>S.6.W.1.3 Interpret primary and secondary sources.</p> <p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p>SS.7.C.4.2-Recognize government and citizen participation in international organizations.</p> <p>SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American,</p>	<p>and willingness and ability to engage in acts of rescue.</p> <p>Analyze the relationship between individual and societal attitudes toward a victim group and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between religious and social values respecting human rights and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between the severity of the German occupation in an area and the amount of rescue that occurred in that region.</p> <p>Analyze the relationship between physical proximity to victims and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between perceived social, economic, and political challenges within a nation and willingness to engage in rescue efforts.</p> <p>Analyze the impact of various identifiable character traits on willingness to engage in rescue activities.</p>
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<p>anti-Jewish, anti-women, and anti-union ideas. (SS.912.A.5.9)</p> <p>List causes, course, and consequences of World War II on the United States and the world. (SS.912.A.6.1)</p> <p>Recognize the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). (SS.912.A.6.2)</p> <p>Summarize the impact of the Holocaust during World War II on Jews as well as other groups. (SS.912.A.6.3)</p> <p>List efforts to expand or contract rights for various populations during World War II. (SS.912.A.6.4)</p> <p>Summarize the impact of World War II on domestic government policy. (SS.912.A.6.5)</p> <p>Use geographic terms and tools to identify case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. (SS.912.G.2.3)</p> <p>Recognize how group dynamics influence behavior. (SS.912.P.9.6)</p> <p>Identify the nature and effects of stereotyping, prejudice, and discrimination. (SS.912.P.9.8)</p> <p>List determinants of prosocial behavior. (SS.912.P.9.9)</p> <p>List causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and describe how governments responded to the Great Depression. (SS.912.W.7.4)</p> <p>Identify examples of the restriction of individual rights and the use of mass terror against populations in the</p>	<p>anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p>SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II.</p> <p>SS.912.A.6.5-Explain the impact of World War II on domestic government policy.</p> <p>SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>SS.912.P.9.6-Describe how group dynamics influence behavior.</p> <p>SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p> <p>SS.912.P.9.9-Describe determinants of prosocial behavior.</p> <p>SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p>	
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<p>Soviet Union, Nazi Germany, and occupied territories. (SS.912.W.7.6)</p> <p>List the causes and key events related to World War II. (SS.912.W.7.7)</p> <p>Recall the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.(SS.912.W.7.8)</p>	<p>SS.912.W.7.7-Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>	
<p>Final Performance Tasks/Summative Assessment: (Additional suggestions for monitoring/checking for desired effect will be included within individual lesson plans as instructional strategies and lesson activities are described in detail.)</p>		
<p>Students will create projects to respond to one of the essential questions for this unit (included above). Students may choose written projects, multi-media presentations, oral presentations, or multi-faceted group projects. Students should be sure to support their claims with valid and relevant primary and secondary sources.</p> <p>-or-</p> <p>Students may submit a record of daily journal writing that includes deep and thoughtful responses to the major themes and activities encountered throughout this unit.</p>		
<p>Focus Standards/Benchmarks and Supporting Standards and Benchmarks: Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below may not be applicable in every classroom setting. Teachers should choose the skill and content standards and benchmarks that are most applicable for the courses they teach.</p> <p>***In the interest of space, the lowest grade level version of each standard and/or benchmark is listed when the higher grade level iterations differ mainly in complexity. The K12 versions of the ELA standards have been used, but the specific grade level versions may also be used when appropriate.***</p>		
<p><u>Selected ELA Standards:</u></p> <ul style="list-style-type: none"> • LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK2) • LAFS.K12.R.1.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK2) • LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2) • LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2) • LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2) 	<p><u>Social Studies Benchmarks:</u></p> <ul style="list-style-type: none"> • SS.6.W.1.3 Interpret primary and secondary sources. • SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character. • SS.6.G.2.6-Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. • SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results. • SS.7.C.2.3-Experience the responsibilities of citizens at the local, state, or federal levels. • SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government. • SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). 	

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| <ul style="list-style-type: none"> • LAFS.K12.R.3.8-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. (DOK2) • LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (DOK2) • LAFS.K12.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK2) • LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2) • LAFS.K12.W.1.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (DOK3) • LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (DOK2) • LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (DOK2) • LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3) • LAFS.K12.W.4.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (DOK2) • LAFS.K12.SL.1.1-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. (DOK2) • LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2) | <ul style="list-style-type: none"> • SS.7.C.4.2-Recognize government and citizen participation in international organizations. • SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). • SS.912.A.1.3-Utilize timelines to identify the time sequence of historical data. • SS.912.A.1.4-Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. • SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history. • SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars. • SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. • SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world. • SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). • SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups. • SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II. • SS.912.A.6.5-Explain the impact of World War II on domestic government policy. • SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. • SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. • SS.912.G.4.1-Interpret population growth and other demographic data for any given place. • SS.912.G.4.2-Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
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| <ul style="list-style-type: none"> • LAFS.K12.SL.1.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. (DOK2) • LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (DOK2) • LAFS.K12.SL.2.5-Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (DOK2) • LAFS.K12.L.3.6-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 an unknown term important to comprehension or expression. (DOK2) <p><u>Literacy Standards for Social Studies/History:</u></p> <ul style="list-style-type: none"> • LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2) • LAFS.68.RH.1.2-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. (DOK2) • LAFS.68.RH.2.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (DOK2) • LAFS.68.RH.2.6-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). (DOK3) • LAFS.68.RH.3.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (DOK2) • LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3) • LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3) • LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3) • LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, | <ul style="list-style-type: none"> • SS.912.G.4.3-Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. • SS.912.G.4.8-Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space. • SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time. • SS.912.G.6.4-Translate narratives about places and events into graphic representations. • SS.912.H.1.2-Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. • SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. • SS.912.P.9.3-Identify persuasive methods used to change attitudes. • SS.912.P.9.6-Describe how group dynamics influence behavior. • SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. • SS.912.P.9.9-Describe determinants of prosocial behavior. • SS.912.P.10.1-Define culture and diversity. • SS.912.P.10.2-Identify how cultures change over time and vary within nations and internationally. • SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity. • SS.912.P.10.4-Discuss psychological research examining race and ethnicity. • SS.912.P.10.6-Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. • SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. • SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. • SS.912.S.4.2 Identify major characteristics of social groups familiar to the students. |
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<p>scientific procedures/ experiments, or technical processes. (DOK3)</p> <ul style="list-style-type: none"> • LAFS.68.WHST.3.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK4) • LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3) • LAFS.68.WHST.4.10-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK3) 	<ul style="list-style-type: none"> • SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. • SS.912.W.7.3 Summarize significant effects of World War I. • SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression. • SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. • SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. • SS.912.W.7.7-Trace the causes and key events related to World War II. • SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims
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Unit Vocabulary:

Allies, altruism, Bermuda Conference, Besa, bystander, civil rights, collaborator, compassion, conscience, cooperation, courage, Danish Freedom Council, emigration, Evian Conference, gentile, human rights, immigration, ingenuity, integrity, isolationism, *Kindertransports*, *Kristallnacht*, liberation, moral leadership, perpetrator, *pogrom*, refugee, rescuers, Righteous Among the Nations, Righteous Gentile, self-sacrifice, social responsibility, United Nations, UNRRA (United Nations Relief and Rehabilitation Administration), upstander, Wagner-Rogers Bill, War Refugee Board, White Rose, Żegota

Common Misperceptions:

Students may believe that:

1. Most people in Germany and German-occupied Europe sympathized with Jews and wished to engage in rescue.
2. The consequences of being caught helping Jews were uniformly deadly throughout all areas held by Nazi Germany.
3. Hiding Jews was the only form of rescue.
4. The prevalence of rescue was similar from country to country throughout German-occupied Europe.
5. The heroic traits of rescuers are inborn, not developed.
6. Antisemitism was so intense in Europe that there were almost no rescuers to be found anywhere.
7. People who received acts of rescue were mostly passive victims.
8. Jewish people were never rescuers themselves.
9. Most rescuers actively sought out opportunities to begin rescue activities.
10. Nazis and others who were antisemitic never became rescuers.

Sections that are included within the individual lesson plans:

Unit Title: **Rescue**

Lesson Details: Unit, Title, Duration

Notes for Teachers

Lesson Focus/Marzano Design Question(s) and Elements:

Daily Focus Standard(s)/Benchmark(s):

Daily Learning Goals and Scales (In student-friendly language)

Formative Assessment Strategies/Monitoring for Desired Effect:

Lesson Sequence

Adaptation/Differentiation Strategies

Assignments – Including Homework and Extended Learning

Resources and Materials

Individual lessons within this Unit:

1. Rescuers – “The Courage to Care”
2. Reading about Rescuers
3. The Allies: What did they know? What should they have done?
4. Rescuers – Liberation