

Newburgh Teacher Center
In-service Course Proposal
 Page #1

Title:	The Holocaust & Jewish Resistance		
Curriculum Area:	Social Studies		
Learning Standards:	#1 Section 3 U.S. History & & New York #2 Section 4 World History		
Presenter(s):	Susan Notar	Email:	SENotar@aol.com
Dates:	Thursdays, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15		
Time:	4:15- 7:15 PM		
Location:	NFA		
Credit(s):	2		
Hours:	30		
Target Audience:	Preference given to secondary Social Studies and English teachers, followed by secondary teachers		
Course Description:	Instruction will focus on a series of topics related to teaching about the Holocaust, Human Rights and Genocide. Participants will be provided with resource materials, bibliographies and lesson plans. This course fulfills required information for Standard #2, section 4 World History and Standard #1, section 3 History of the United States and New York in the New York Social Studies Standards		
Course Requirements:	<ol style="list-style-type: none"> 1. Attendance at all sessions. 2. Completion of all projects. 3. Participation in class discussion. 4. Journal entries. 		
Maximum Enrollment:	24		

Newburgh Teacher Center
In-service Course Proposal
Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: The Holocaust & Jewish Resistance

Name of Instructor(s): Susan Notar

Desired Results

Goal(s): Since 1994 New York State has required that the Holocaust be taught in public school curriculums. Though there are many resources available in libraries, the internet and at Holocaust museums and study centers, both locally and in New York city, many teachers are still left with the challenge of teaching a complicated subject without the necessary expertise. The goal of this in-service course is to provide teachers with the resources, materials, expertise and knowledge of these unique and tragic events as well as the universality of the dangers of inter-group conflict and the importance of tolerance in our society.

The history of the Holocaust represents a very effective subject for the examination of basic moral issues. The Holocaust is a study in basic human behavior and citizenship. Through a study of the Holocaust students can learn value of democratic institutions and the need to nurture and protect them. Most students demonstrate a high level of interest in studying the Holocaust precisely because the subject raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience- issues which children and adolescents confront in their daily lives.

The Holocaust is of enduring importance to the world as a whole because there are important lessons to be learned from it about human rights and responsibilities, the power of hatred and discrimination, and the challenge of democracy in multi-ethnic and multicultural societies. The severity and extent of the persecution experienced by Jews and other targeted groups, leading up to and during World War II, has no parallel in history. It is important that we remember the Holocaust, and the international complacency and social and political conditions that allowed it to occur, so that we may avoid similar events today and in the future.

Understanding(s):

1. Raising and considering key questions regarding the Holocaust.
2. Realization that man's inhumanity to man can surface in a variety of historical circumstances.
3. Understanding that anti-Semitism has had a long history, and was one of several contributing factors to Hitler's rise to power.
4. Recognition that racial slurs and ethnic jokes are stepping-stones on a long road which may end in genocide.
5. Examination and recognition of the state-sponsored persecution and segregation against any group perceived to be a threat to Nazi ideology.
6. Understanding that genocide is a threat to humanity, and the loss to one group is a loss to all.
7. Realization that a bystander makes an

Essential Question(s):

1. How did stereotyping and prejudice set the stage for the Holocaust?
2. How did the social, economic and political conditions after WWI contribute to the rise of Nazism?
3. Why and how did the Jews become targets of discrimination after Hitler took power?
4. How did government policy and social attitudes foster the persecution and segregation of Jews and others?
5. How did German national policy concerning the Jews become genocide?
6. How was it possible for a modern society to carry out the systematic murder of a people for no other reason than that they were Jews?
7. What makes some people resist and others obey authority?
8. Where does one draw the line between obeying

<p>active choice that may result in escalating harm to others.</p> <p>8. Understanding the dangers of blind obedience to authority.</p> <p>9, Understanding that when tyranny prevails, individuals can make a difference by acts of moral courage.</p> <p>10. Carrying the message so that acts of genocide cannot happen again.</p>	<p>the law or obeying one's conscience?</p> <p>9. How was it possible for the whole world to stand by without halting this destruction?</p> <p>10. What is the role and responsibility of the individual in society?</p> <p>11. Why is the study of the Holocaust relevant today ?</p> <p>12. What makes the Holocaust unique in history?</p> <p>13. What are the universal lessons of the Holocaust?</p>
---	---

Knowledge/Skills:

Analyzing the past- using the Holocaust as a model and example of man's capacity for evil and altruism during adversity; and helping students to envision what they want their world to be.

Reading and discussion of primary source documents and works of literature, music, film and art, and writing fully developed responses to the works presented.

Written analysis that goes beyond the class discussion.

Comparing and contrasting literature in the lesson with other works of literature.

Presenting horrific images in a sensitive and age appropriate manner.

Selecting appropriate learning activities. Word scrambles, crossword puzzles, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialize the history.

Developing reflective writing assignments or in-class discussion.

Encouraging students to explore varying aspects of human behavior such as fear, scapegoating, conflict resolution, and difficult decision-making, or to consider various perspectives on a particular event or historical experience.

Emphasizing synthesis by encouraging students to connect this history to other world events and to the world they live in today.

Assessment Evidence

Direct Evidence:

Various assessment strategies include:

Full class discussions where all students read and discuss primary source documents or works of literature, art or film.

Group discussions where each group reads and discusses presented works and where one member of the group serves as the group's presenter to the rest of the class.

Individual assignments where students read and analyze documents or provided reading assignments.

Journals. Students may find it meaningful to keep an on-going journal. Entries may be written on a weekly basis in class or at home, or at any time the instructor of student feels it is appropriate. Journals will be collected at the end of the course and will be used by the instructor as a means of assessment. Teachers will also find it useful to use reaction journals with their students in their individual classrooms.

Learning Plan

Learning Activities:

All classes will consist of a college level lecture and discussion of various topics relating to the Holocaust period. Documentaries, films, primary source documents and works of literature will be provided to correspond with each week's topic. Participants will be asked to work both individually and in groups on a particular lesson which they will later be able to use in their own classrooms. Testimony of witnesses and survivors is an invaluable resource in Holocaust studies; and teachers will have the opportunity to listen to survivors whenever possible. In addition the classroom use works of literature, music, and art will be discussed and teachers will be able to incorporate these, and the study of the Holocaust, in the content areas.