

# Preventing Acts of Genocide

## by Standing up to Bias & Discrimination

(Understanding by Design unit plan)

<b>Stage 1 – Desired Results</b>	
<p><b>ESTABLISHED GOALS</b></p> <p>See Social Studies and ELA standards listed below.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. recognize and identify bias behaviors (biased attitudes, acts of bias, discrimination, bias-motivated violence, genocide)</li> <li>2. read, comprehend and analyze historical inquiry (artifacts, primary/secondary sources, narratives, maps, etc.) to explore and analyze past historical events, including causes, characteristics, consequences, and international responses to that event.</li> <li>3. determine a text’s point of view and analyze how it contributes to the meaning, including the use of the author’s rhetoric to advance that point of view/purpose.</li> <li>4. compare and evaluate differing historical perspectives based on evidence, analyzing where authors disagree on facts or interpretations and which details are emphasized in each account.</li> <li>5. identify the role of the individual in history and the significance of one person’s ideas.</li> <li>6. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>7. analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, themes, or events interact and develop over the course of history.</li> </ol>
<p><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Biased attitudes can lead to acts of bias, discrimination, bias-motivated violence and genocide.</li> <li>2. Early intervention is necessary to stop the progression of events leading to genocide.</li> <li>3. Personal histories add elements to artifacts that would not exist without the story or context.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Lesson 1:</p> <ol style="list-style-type: none"> <li>1. What is bias?</li> <li>2. How can biased attitudes affect individuals and groups?</li> <li>3. How does group mentality influence biased attitudes?</li> </ol> <p>Lesson 2:</p> <ol style="list-style-type: none"> <li>1. How do biased attitudes lead to acts of bias?</li> <li>2. What would make people act on their biases?</li> <li>3. What are different acts of bias?</li> <li>4. What is the difference between acts of bias and discrimination?</li> </ol>

		<p>Lesson 3:</p> <ol style="list-style-type: none"> <li>1. What is discrimination?</li> <li>2. What are the different types of discrimination?</li> <li>3. How should someone respond to discrimination?</li> </ol> <p>Lesson 4:</p> <ol style="list-style-type: none"> <li>1. What are some examples of biased motivated violence?</li> <li>2. How do oral stories add to an artifact's story?</li> <li>3. How do prior levels of the Pyramid of Hate lead to biased acts of violence?</li> </ol>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. The Pyramid of Hate, including specific examples of each level.</li> <li>2. Evaluate their own biases or those that exist around them (social media, etc).</li> <li>3. The differences between each level of the Pyramid of Hate but also how they connect to each other.</li> <li>4. That early intervention and being an upstander is critical for helping to prevent biased attitudes from escalating to acts of bias, discrimination, and bias-motivated violence.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Recognizing and identifying biases</li> <li>2. Analyzing oral histories and their importance.</li> <li>3. Analyzing historical inquiry.</li> <li>4. Analyzing past events.</li> <li>5. Determining and analyzing point of view.</li> <li>6. Comparing and contrasting differing historical perspectives.</li> <li>7. Identifying the role of the individual in a collective history and experience.</li> <li>8. Discovering the cause and effect of various events throughout history.</li> </ol>
<b>Stage 2 – Evidence and Assessment</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
Teachers will use these performance tasks as formative assessments throughout the lessons and will make adjustments to instruction based on student	<p><b>PERFORMANCE TASK(S):</b></p> <p><b>Lesson Plan 1: Biased Attitudes</b></p> <ul style="list-style-type: none"> <li>● Bias activity prompts</li> <li>● Think-pair-share</li> <li>● Pyramid of Hate sorting activity</li> <li>● Word Work - “Voices in the Dark”</li> <li>● GIST statement</li> <li>● Text-based questions - “Hitler’s Scapegoat - The Jew”</li> </ul>	

engagement and learning progress.

**Lesson Plan 2: Acts of Bias**

- Examining artifact *Never Trust a Fox on the Green Heath and Never Trust a Jew by His Oath*.
- Student analysis of Holocaust badges.
- Student developed argument - How can small acts of bias can lead to discrimination? How can acts of bias and discrimination be prevented?

**Lesson Plan 3: Discrimination**

- “What Rights Are Most Important to Me” activity
- Analyze passport artifacts using “Strategies of Doing History”
- Journal response to passport artifact analysis
- Analyze work permit artifact in small groups and take notes
- Group discussion about work permit analysis

**Lesson Plan 4: Biased-Motivated Violence**

- Discussion question regarding a Holocaust survivor testimony
- Small group reading, analysis, and note-taking of five oral histories from Holocaust survivors - 5 Circle Web graphic organizer
- Similarities and differences whole group discussion
- Students examine two artifacts of a Holocaust survivor and develop an argument.

**OTHER EVIDENCE: CLOSURE ACTIVITIES**

**Lesson Plan 1: Biased Attitudes**

- Exit Ticket Questions

**Lesson Plan 2: Acts of Bias**

- Exit Ticket Question

**Lesson Plan 3: Discrimination**

- 3-2-1 Exit Ticket

**Lesson Plan 4: Biased-Motivated Violence**

- Journal Entry/Reflection

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

#### TABLE OF CONTENTS

1	<p><b>Biased Attitudes - Biased Attitudes Through Primary Sources</b></p> <p>This lesson has students focusing on the base of the Pyramid of Hate and the context surrounding the Holocaust's beginnings. Students will be introduced to the Pyramid of Hate and will begin to analyze the meaning of bias, how it occurs, and where it occurred during the beginning stages of the Holocaust in Nazi Germany. Students will read two sources, <i>Voices in the Dark</i> and <i>Hitler's Scapegoat - the Jew</i>, which will help them to better understand the historical context and growth of biased attitudes.</p>
2	<p><b>Acts of Bias - Nazi Identification of Jews</b></p> <p>In the second lesson, students will learn about and analyze the second step on the Pyramid of Hate; acts of bias. This lesson focuses on the Nazi Identification of Jews which included the use of the <i>Star of David</i> and antisemitic prejudices which could be seen in <i>Never Trust a Fox on the Green Heath</i> and <i>Never Trust a Jew by His Oath</i>. The main focus is to help students understand that Hitler did not create antisemitism, but his steps to normalize and institutionalize it caused a growth in acts of bias and were pivotal on the steps to discrimination and bias-motivated violence.</p>
3	<p><b>Discrimination - Employment and Travel Discrimination During the Holocaust</b></p> <p>In this third lesson, students will research discrimination during the Holocaust by analyzing two artifacts pertaining to employment and travel. <i>Max Rosenthal's Passport</i> and <i>Szymon Charlupski's Work Permit</i> show the legalization of discrimination by the Nazi government and how it was not only limiting their rights, but it also ostracized the Jewish communities from partaking in everyday activities that others could. Students will also consider how outside countries have the potential to make a difference and will evaluate the differences between Britain and Switzerland's reaction to the red 'J' stamp.</p>
4	<p><b>Bias-Motivated Violence - Kristallnacht</b></p> <p>In the final lesson, students will be learning about Kristallnacht through <i>five oral histories</i> given to the Holocaust Memorial Center. Students will have to compare and contrast the oral histories using a five circle web, which will help organize the information and allow the students to critically think about how a single historical event has multiple perspectives in a shared experience. Finally, students will be asked to consider and analyze how previous steps on the Pyramid of Hate have the potential to lead to bias-motivated violence.</p>

\*Michigan State Standards in regards to Social Studies and the Common Core State Standards connected to English Language Arts.

**Michigan Social Studies Standards:**

**F1**

Recognizing that perspectives are shaped by different experiences across time and space.

**P1.2**

Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.

**P2.3**

Find, organize, and interpret information from a variety of sources.

**P3.1**

Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

**P4.2**

Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

**WHG 7.1.3**

Genocide in the 20<sup>th</sup> Century - differentiate genocide from other atrocities and forms of mass killings and explain its extent, causes, and consequences.

**WHG 7.2.3**

World War II - analyze the causes, course, characteristics, and consequences of World War II.

**WHG 7.2.6**

Case Studies of Genocide - analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

**WHG CG4**

Conflict, cooperation, and security: Causes of and responses to ethnic cleansing/genocide/mass killing

**USHG 7.2.4**

Responses to Genocide -investigate the responses to Hitler’s “Final Solution” policy by the Allies, the US government, international organizations, and individuals.

**C3 Inquiry Standards (2013):****D1.1.9-12**

Explain how a question reflects an enduring issue in the field

**D1.5.9-12**

Determine the kinds of sources that will be helpful in answering compelling and supporting questions

**D2.His.1.9-12**

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

**D2.His.4.9-12**

Analyze complex and interacting factors that influenced perspectives of people during different historical eras

**D2.His.5.9-12**

Analyze how historical contexts shaped and continue to shape people’s perspectives

**D2.His.6.9-12**

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**D2.His.11.9-12**

Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**D3.1.9-12**

Gather relevant information from multiple sources

**D4.1.9-12**

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources.

**D4.2.9-12**

Construct explanations using sound reasoning, correct sequence, examples, and details

**Common Core Standards for English Language Arts:****CCSS.ELA-LITERACY.RI.9-10.1/RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.2/RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**CCSS.ELA-LITERACY.RI.9-10.4/RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CCSS.ELA-LITERACY.RI.9-10.6/RI.11-12.6**

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.ELA-LITERACY.RI.9-10.7/RI.11-12.7**

Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.

**CCSS.ELA-LITERACY.W.9-10.1.A/W.11-12.1A**

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.9-10.1.B/W.11-12.1B**

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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