

Essential Q for the UNIT	What is the essential/ driving Question for your unit? <i>Feel free to list sub-questions as well.</i>
	<p><u>Essential Question:</u> What can we learn from the people who resisted facism and genocide during the Holocaust?</p> <p><u>Sub-questions:</u></p> <p>What does it mean to resist social and political systems?</p> <p>What communities were targeted during the Holocaust?</p> <p>What is counterculture?</p> <p>How do victimized people and groups survive through resistance?</p> <p>What are different forms of resistance?</p> <p>Why did different groups resist Facism?</p> <p>What are bystanders and how did inaction around the world contribute to the impact of the genocide of Jewish people and violence against other targeted groups?</p> <p>What does it mean to dehumanize? How did people resist dehumanization?</p> <p>What is political propaganda and how can it be used?</p> <p>What responsibility do we have as citizens...humans...community members?</p>

Content Standard(s)	Common Core, California State Standards, NGSS, C3, etc.
	<p><u>California Social Studies State Standards</u></p> <p>10.7.3 Students analyze the rise of totalitarian governments after World War I. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p> <p>10.8.2 Students analyze the causes and consequences of World War II. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.5 Students analyze the causes and consequences of World War II. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six</p>

million Jewish civilians.

10.8.6 Students analyze the causes and consequences of World War II. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Common Core Social Studies ELA Literacy Standards

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Social Justice Standards

Identity 3 ID.9-12.3

I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

Identity ID.9-12.5

I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.

Diversity DI.9-12.6

	<p>I interact comfortably and respectfully with all people, whether they are similar to or different from me.</p> <p>Diversity DI.9-12.7 I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups</p> <p>Diversity 8 DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.</p> <p>Diversity DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p>Justice JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them</p> <p>Justice JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>Justice JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p>Justice JU.9-12.14 I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.</p> <p>Justice JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>Action AC.9-12.16 I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p> <p>Action AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice.</p> <p>Action AC.9-12.19 I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.</p>
--	---

<p>Prerequisite Knowledge</p>	<p>What content knowledge & skills do learners need prior to this lesson?</p>
--------------------------------------	--

Prior Units and Content:

Revolutions

Students learned about the “era of revolutions” and how different ways of government stemmed from colonies' desires for independence. Students compared and contrasted the different motivations and outcomes of the American Revolution, French Revolution, and Haitian Revolution

Industrial Revolution

Students analyzed the development of colonization and how it led to the increase in industry and access to raw materials for Europe, as well as the impact that this had on different parts of the world. Students also connected the effects of industrialization today through researching different companies currently involved in child labor and alternative ways of production that don't participate in exploitative practices.

Imperialism

Students learned about the course of imperialism in the 19th century and the motivations that drove the actions of European/ Western nations as well as China and Japan. Students analyzed the humanitarian and environmental impacts of imperialism and placed it in historical context with colonization and current global policy. Specifically looking into the creation of “third world countries” and what the roots and meanings of third-world terminology are.

WWI

Students looked at the development of WWI and how it impacted global political systems and economies. Students learned about nationalism and the development of nationalist tendencies in Europe along with fascist governments. Students examined how imperialism played a huge role in not only the creation of dynamics that led to WWI as well as the motivations of European countries that guided their actions in WWI.

Literacy Skills:

Demands and functions: Analyze, examine, identify, interpret, compare and contrast, and explain.

Primary vs secondary sources

Graphic data and charts

Finding meaning in context

Document analysis

5 paragraph essay writing

Collecting and citing evidence

Presentation (verbal and visual)

Past Vocabulary:

-Nationalism

-Oppression

-Societal systems

-Imperialism

-Colonization

-Race

	<ul style="list-style-type: none"> -Systemic -identity -Capitalism -Socialism -Resistance -Revolution -Exploitation -Producer and Consumer -Economy
--	--

TPE(s)	Which Teacher Performance Expectation(s) did you demonstrate in this lesson? See below.
	<p><u>TPE #1</u></p> <ul style="list-style-type: none"> 1.1 Culturally Responsive Student Engagement 1.2 Family Communication 1.3 Real Life Connections & Interest 1.4 Supporting Learners with Unique Needs 1.5 Critical Thinking 1.6 English Language Learners 1.7 Visual & Performing Arts Incorporation 1.8 Monitoring Student Engagement During Learning <p><u>TPE #2</u></p> <ul style="list-style-type: none"> 2.1 Culturally Responsive Classroom Management & Restorative Justice 2.2 Culturally Responsive Learning Environment 2.3 [Caring &] Inclusive Learning Environment 2.4 Resources for Social-Emotional Support 2.5 High Expectations 2.6 Positive Classroom Management <p><u>TPE #3</u></p> <ul style="list-style-type: none"> 3.1 Standards & Frameworks 3.2 Curriculum Access 3.3 Subject-Specific & Interdisciplinary Pedagogy 3.4 Instructional Planning 3.5 Adaptations & Accommodations for ELL & Unique Needs 3.6 Technology to Support Curriculum Access 3.7 Digital Citizenship 3.8 Technology Standards <p><u>TPE #4</u></p> <ul style="list-style-type: none"> 4.1 Data Informs Planning 4.2 Child Development Informs Planning 4.3 Interdisciplinary Connections 4.4 Dynamic Instructional Design 4.5 Meeting Unique Needs 4.6 Collaborating For Planning & Instruction 4.7 Plans for Student Participation 4.8 Plans for Incorporating Technology <p><u>TPE #5</u></p>

	<p>5.1 Variety of Assessments</p> <p>5.2 Analysis Informs Instructions</p> <p>5.3 Student Self & Peer Evaluation & Reflection</p> <p>5.4 Technology to Support Assessments</p> <p>5.5 Grading & Progress reporting</p> <p>5.6 Interpreting Assessments to Support ELL or Language needs</p> <p>5.7 Assessment for ELL in Both Languages</p> <p>5.8 Assessment Data for Students with IEP, IFSP, ITP, & 504 to Inform Instruction</p> <p><u>TPE #6</u></p> <p>6.1 Reflective Practice</p> <p>6.2 Recognizing Bias, Values, & Impact</p> <p>6.3 Collegiality to Support Professional Learning</p> <p>6.4 Engaging Larger School Community</p> <p>6.5 Ethical Responsibility & Integrity</p> <p>6.6 Legal, Social, & Technological Responsibility</p> <p>6.7 CA State Education</p> <p>TTS - Time Management</p> <p>TTS - General Professionalism</p>
--	---

Assessment(s)	<i>This is an assessment of learning. How will you know students have met the objective(s) from your lesson?</i>
Final assessment	<p><u>Resistance Art project:</u></p> <p>The students will then use what they have learned, discussed, or researched to create a visual representation of what resistance means to them. This could be a drawing, painting, sculpture, dance routine, poster or graphic, diorama, article of clothing, etc. They will display their pieces in our classroom installation that is the closing culmination of our unit. The classroom will be turned into a museum “exhibit” that focuses on “resistance through art.” They will look at some examples of art installations showcasing resistance and decide how they will present their topic. The installation could include art, narratives, music, food, videos, artifacts, pictures, poems, posters, news stories, flags, symbols, etc.</p>
Final assessment example	<p>1: Socratic Seminar</p> <p>2. Art Installation examples:</p> <p>Sculpture: Minerva Cuevas Reniel Del Rosario from Berkeley https://www.renielrosario.com/stores</p> <p>Painting/Drawing/ Print: José Clemente Orozco and Zapatistas https://schoolsforchiapas.org/mother-earth-mural/ Wadsworth Jarrell</p> <p>Street Art: Street Art in Bay Area https://harvardpolitics.com/street-art-activism/ <i>I still Believe</i> https://www.istillbelieve.nyc/gallery</p>

	<p>Flags: Black Lives Matter LGBTQIA+</p> <p>Music and Dance: Beyonce Jazz Punk Rock</p> <p>May 31: https://www.dancemagazine.com/protest-dance/ Six days after George Floyd’s killing, Jo’ Artis Ratti, co-creator of krumping, <u>danced a solo</u> in front of a line of armed policemen in Beverly Hills, California, with a group of demonstrators some distance behind him. Featured in newspapers and online videos, he explained, “our dance krump is our way of coping, it’s our way of creating and fighting back. How else do we cry [out] to the grotesque? ... How do I show hurt ... for it to still be peaceful?” Brother(hood) Dance! https://www.bhooddance.com/new-page-15 Concheros- Dazantes Aztec</p> <p>Fashion: Black Power Movement LGBTQIA+ subversive fashion</p>
Summative assessments	<ul style="list-style-type: none"> -exit tickets -lesson reflections -activities -class discussions
Pre Assessment	<ul style="list-style-type: none"> -warm-up questions and brainstorm -discussion prep sheets

Supporting All Students

<u>Student need</u>	<u>Description</u>
IEP/504	Modifications or accommodations as student needs/ wants, truncated reading, scaffolded reading and writing strategies, student-led learning goal/ outcome, communication with IEP/504 team and other staff, templates and frameworks available, printed out notes and slides, paper version of materials
ELA	<p>Translated and scaffolded examples</p> <p>Allowing sources to be in native language</p> <p>Allowing them to write in native language as long as they copy an english translation underneath (unless in spanish then can leave in native language)</p> <p>Choral response</p> <p>Peer editing</p> <p>Vocabulary translations</p> <p>One-on-one support</p>

	*I speak a little Spanish which is another primary language spoken at my school. I can understand it pretty well when it is spoken to me, and really well when it is written so I am able to provide some real time help and translations for students as well as ability to have work complete in Spanish turned into me. If my own Spanish falls short then I have other translation methods and people to help review work.
Multiple Intelligences	student-led learning goal/ outcome, various forms of assessment (visual, verbal, written, artistic, video, media, etc. forms of presenting learned knowledge/ findings), student chosen research topic, “makers-space” set-up for students to use to complete their projects, student voice in creating assessment rubric

<u>Texts and materials</u>	
Resistance 101: A Lesson on Social Justice Activists and Strategies https://www.civilrightsteaching.org/resistance101 Facing History and Ourselves: Teaching Holocaust and Human Behavior (various things taken from this unit)	
Learning for Justice: Pre-WWII European Jewish Life Photo Project, One Survivor Remembers: Bullies & Bystanders	
Curriculum given to me by my school and my CT before she was promoted	
United States Holocaust memorial museum online materials (ex: Racial “Science” and Law in Nazi Germany and the United States: Timeline Extension)	
Köln Socialist detention center primary sources + online materials	
Fackler , Guido. “Jazz in the Third Reich .” <i>Jazz under the Nazis</i> , Impact through Education: Music and The Holocaust, 2015, https://holocaustmusic.ort.org/politics-and-propaganda/third-reich/jazz-under-the-nazis/ .	
Nohel, Robert. “Jazz and World War II: A Rally to Resistance, a Catalyst for Victory.” <i>EDcitement: The Best of Humanities on the Web</i> , NEH.gov , 9 July 2019, https://edsitement.neh.gov/lesson-plans/jazz-and-world-war-ii-rally-resistance-catalyst-victory .	
Korematsu v United States https://www.oyez.org/cases/1940-1955/323us214	
Film/ videos:	
- <i>Coming Out Under Fire</i>	
- <i>Nuclear Savage: The Islands of Secret Project 4.1</i>	
- <i>Of Civil Rights and Wrongs: The Fred Korematsu Story</i>	
- <i>The Tuskegee Airmen</i>	
-“Dangers of a Single Story” Chimamanda Ngozi Adichie Ted Talk	
-“Josephine Baker” Kevin Hart's Guide To Black History	
-“The Secret Student Resistance to Hitler” TedEd	

Lesson Outline:

Week #1: Introduction

- **Lesson #1:** What is facism? Introduction to unit
 - Students are introduced to unit schedules, assignments that will be due, and new vocabulary/main concepts.
 - Students are asked to brainstorm a concept map of ideas before we go through them to gain insight on prior learning and connections. They guess what the different lessons will be about and what concepts mean through connecting to previous units or prior learning
 - Students begin unit “journals” which are folders with binder paper
 - They must write down unit overview and create a table of contents, they may also decorate the cover.
- **Lesson #2 :** Rise of facism in Europe
 - Students learn about different fascist movements in Europe and the context behind them. They read different primary sources in jigsaw activity that cover the ideologies of these movements and interpret the roots, rhetoric, ideas, and goals of facism in the movements.
 - They must complete guided notes in journals, activity handout, and exit ticket

Week #2: Historical and ideological context

- **Lesson #3 pt.1 :** Rise of White nationalism/imperialism in Western nations
 - Students connect understanding of facism with white nationalism and imperialist movements by the U.S. and Europe. Students learn the rhetoric and vocabulary of white nationalism and compare and contrast with examples of white nationalism today.
- **Lesson #3 pt.2 :** Rise of White nationalism/imperialism in Western nations
 - Students read narratives about U.S. imperialism during the 1930’s-1950’s and tie in understanding of white nationalism providing context for the development of WWII

Week #3: Hatred in action

- **Lesson #4 pt.1 :** Genocide and Political Targets in Europe
 - Students learn about the development of genocide in the Holocaust and compare and contrast with other developments of genocide including Eurpean imperialism, identifying key factors.
- **Lesson #4 pt.2 :** Genocide and Political Targets in Europe
 - Students learn about the different expeirnces of groups that were targeted during the Holocaust through a gallery walk and choose one narrative to read more in depth about and reflect on.

Week #4: Hatred in action (IF TIME BC OVERLAPS WITH U.S. HIST BUT IS IMPORTANT, IF NOT SKIP TO NEXT WEEK’S LESSONS)

- **Lesson #5 pt.1:** Genocide and Political Targets in the U.S.
 - Students learn about the historical context of the Japanese American war. Students examine different primary sources from Japanese internment and watch part of Fred Korematsu’s documentary.
- **Lesson #5 pt.2:** Genocide and Political Targets in the U.S.
 - Students read narratives of Japanese internment and further U.S. imperialist movements occurring during WWII, briefly looking forward to when U.S. does Nuclear testing in the Pacific Islands.

Week #5: Reactions towards oppression

- **Lesson #6:** Bystanders and U.S. “isolationism”

- Students learn about the Evian conference and compare and contrast the reasons behind the treatment of different political refugees. Students then read statements from the U.S. about isolationism during the Holocaust and compare and contrast the tone, motives, purposes, and actions behind the opposing ideals of isolationism and imperialism.
 - Students complete reflection and summarize their opinions about the different ways the U.S. interacted with political topics and strategies during this time.
- **Lesson #7 pt.1:** Resistance during WWII
 - Students examine examples of political and social resistance during WWII across the different events we covered in lessons through a jigsaw activity.

Week #6: Pursuit of Justice

- **Lesson #7 pt.2:** Resistance during WWII
 - Students examine examples of political and social resistance during WWII across the different events we covered in lessons through discussion
- **Lesson #8:** Pursuit of Justice
 - Students analyze the Nuremberg trials and other examples for demanding justice after the Holocaust and discuss what the concept of “justice” is, who decides it? When is it reached? What does it appear as?

Week #7: Resistance Action

- **Lesson #9:** What is political and Social resistance?
 - Students are given instructions around socratic seminar work on their socratic seminar notes to prepare for the discussion. Students are asked to take a stance on the different reactions to oppression, explaining the pros and cons of their choices and examples of resistance and/or bystanders. Some guiding questions would be:
 - Is it beneficial to resist? If so, what is an efficient way to resist? What would be a counterargument against your point? Provide evidence from examples to back up your claim.
 - Why would people or groups remain neutral in events of oppression? Is this justified? What would be a counterargument against your point? Provide evidence from examples to back up your claim.
- **Lesson #10:** Resistance Socratic Seminar
 - Students participate in socratic seminars. The class is split into two groups and forms two circles (inside and outside) the inside group discusses the questions while the second group takes notes, then after the time they switch and the second group discusses while the other group takes notes. After both groups have discussed and taken notes, we cover any remaining questions, rebuttals, statements, etc. as a class and complete a wind down closing circle.

Week 8/9/10: Concluding assessment

- **Lesson #11:** Final Project
 - The students will then use what they have learned, discussed, or researched to create a visual representation of what resistance means to them. This could be a drawing, painting, sculpture, dance routine, poster or graphic, diorama, article of clothing, etc. They will display their pieces

in our classroom installation that is the closing culmination of our unit. The classroom will be turned into a museum “exhibit” that focuses on “resistance through art.”

Assessments:

Prior learning:

Warm-up questions and reflections

Vocabulary brainstorm

Concept mapping

Formative:

Unit Journals

Activities

Discussions

Reflections

Summative:

Informal summative assessments: Exit tickets and reflections

Formal summative assessments: Final Project: Socratic Seminar and installation