

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

POWER, PREJUDICE, AND INTOLERANCE

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 2007

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Students enrolled in this course will demonstrate mastery of the following proficiency requirements as outlined in the curriculum guide and receive a passing grade in accordance with Board of Education policies on grading and attendance:

I. Basic Skills Areas

1. Students will demonstrate mastery of the following basic learning skills necessary to an investigation of the Conscience of Man. These will include the following: reading, defining, writing, identification, note taking outlining, and interpretation of both written and visual assignments.

II. Social Science Skills

1. Students will demonstrate mastery of the following Social Science skills and tools necessary to the study of man's inhumanity to man. These will include the following: research of primary and secondary sources, collection and interpretation of statistical data, prioritizing, graphs and time lines, map identification and recognition, and development of critical thinking skills.

III. Historical Thinking and Themes (Cognitive skills)

1. Students will demonstrate an understanding of the following concepts:
 - a. the nature of prejudice and genocide.
 - b. the impact of technological change on mass genocide.
 - c. understanding the evolution of prejudice into genocide.
 - d. develop an awareness of race, stereotypes and prejudice.
 - e. an understanding of the concept of scapegoating and the political process.
 - f. the relationship between conscience and moral responsibility.

To measure mastery in accordance with the grading policy, attendance policy and other policies of the Board of Education, the teacher will select appropriate evaluative methods as listed below:

- a. Student effort as indicated by participation in class discussions. _____
- b. Student performance on various teacher prepared tests and quizzes. _____
- c. Student effort as indicated by material introduced to class by the student from outside sources. eg. newspapers, magazines, readings. _____
- d. The fulfillment of reading and written assignments. _____
- e. Student performance relative to ability. _____
- f. Oral reports as assigned by the teacher. _____
- g. Book reports and reviews according to availability and/or teacher determination. _____
- h. Critical written/oral evaluation of historical films and documents. _____

Introduction

This course has been designed to promote an awareness of the role of racism and prejudice through the analysis of the history of genocide and the Holocaust, human nature, hate groups and hate crimes, human trafficking, and civil rights movements.

Universal questions of morality, and the lessons to be learned from a history of racism, prejudice, and dehumanization will be studied. Comparisons and parallels with past, contemporary issues and events, and the choices an individual can and must make will be examined in detail.

An essential component of this course will be an investigation of the use and abuse of power, the role and responsibilities of the individual within a given society, and the issues and dilemmas that defy a simple solution.

Haim Ginott, a survivor of the Holocaust, summarized the purpose of this course best when he wrote:

“I am a survivor of a Concentration Camp. My eyes saw what no man should witness:

Gas Chambers built by LEARNED engineers

Children poisoned by EDUCATED physicians

Infants killed by TRAINED nurses

Women and babies shot and burned by HIGH SCHOOL and COLLEGE graduates

So I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, and arithmetic are important only if they serve to make our children more humane.”

HUMAN CONSCIENCE
Unit 1: The Nature of Human Behavior

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand...

- The general theories of human nature and relate these to personal experience
- Aggression and cruelty in relation to human nature
- The positive and negative behaviors associated with obedience, conformity, and apathy
- The positive behavior associated with acts of courage, integrity, and empathy
- Comparisons and contrasts between the behavior of the perpetrator, victim, collaborator, bystander, resister, and rescuer
- Generalizations that reflect their individual views of human nature
- The importance of biology and environment on human development

Essential Questions:

- How do the philosophies of Hobbes, Locke, and Rousseau explain human nature?
- Are humans more impacted by nature or nurture?
- Are aggression and cruelty intrinsic in human beings?
- What are the moral implications of obedience to authority?
- How do we explain bystander apathy?
- Why is conformity an inherent part of human nature?
- What are the dangers of conformity and unquestioned obedience to authority?

Knowledge: Students will know...

- Stanley Milgram-Shock Experiments
- Kitty Genovese-Bystander Apathy
- Philosophies of John Lock, Thomas Hobbes, and Jean-Jacques Rousseau
- Nature vs. Nurture
- Stanford Prison Experiments-Philip Zimbardo
- The Wave-Ron Jones

Skills: Students will be able to

- Debate the difference between environment and biology in relation to human development
- Be able to explain the competing theories of Hobbes, Locke and Rousseau regarding human nature
- Relate general theories of human nature to personal experience
- Analyze readings to understand the power of conformity and obedience to authority
- Discuss the effect of bystander apathy in relation to human behavior
- Describe the effects environment has on human behavior

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments
- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Internet and interactive displays and activities
- Primary and secondary document analysis

Outline:

- I. Human Nature
 - A. Analyze John Locke's *Man is Rational*; Thomas Hobbes *Man is Evil*; and John Rousseau *The Social Contract*
 - B. Identify the political philosophy of Niccolo Machiavelli
 - C. Discuss the ideas of Lenny Bruce from *My Name is Adolf Eichmann*
- II. Biology vs. Environment
 - A. Analyze Skinner's *Man is a Product of his Environment*
 - B. Discuss the nature vs. nurture debate
- III. Obedience vs. Authority
 - A. Examine the Milgram "Shock" Experiments and the Stanford Prison Experiment
 - B. Discuss the historical examples of the danger of obedience to authority
 - C. Discuss the Jonestown Massacre, Heavens Gate, and Branch Davidians in relation to obedience to authority
- IV. Group Conformity
 - A. Asch Conformity Experiments
 - B. *The Wave* Ron Jones

Unit II: Racism and Prejudice

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- The definitions of racism, prejudice, stereotyping, discrimination, dehumanization, and hate
- The role racism and prejudice have played in history
- The reasons why people embrace racism and prejudicial views
- How to overcome racism and prejudices
- The reasons why people join hate groups
- How a hate crime is defined
- The difference between modern racism and racism of the past

Essential Questions:

- What impact does racism have on minority groups within America?
- How do people overcome racism?
- What is the difference between prejudice, stereotypes, and discrimination?
- What is modern racism?
- What is white privilege?
- Why do people join hate groups?
- How do hate group recruit?
- What defines a hate crime?

Knowledge: Students will know....

- The role of racism throughout history
- The definitions of racism, prejudice, stereotyping, discrimination, and hate
- What types of privileges white people have because they are/have been the majority in American society
- What it takes to dehumanize a person
- What types of hate groups exist and why people join them
- What a hate crime is

Skills: Students will be able to....

- Examine the difference between racism, prejudice, stereotyping, discrimination, dehumanization, and hate
- Analyze the way racism has impacted different groups throughout history and today
- Discuss ways to overcome racism and prejudice
- Examine the role of hate groups and the reasons people join them
- Debate what makes a hate crime
- Debate whether hate crimes should incur harsher penalties

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Interactive internet activities
- Primary and secondary document analysis

Outline:

I. Racism and Prejudice:

- A. Define the definitions of racism, prejudice, stereotype, discrimination, dehumanization and hate
- B. Examine the reasons why people hate
- C. Analyze how racism and prejudice impact society
- D. Analyze ways to overcome negative beliefs

II. Hate Groups:

- A. Identify the different types of hate groups, including but not limited to, the KKK, Neo-Nazi's, Skinheads, Black Panthers, and the Aryan Brotherhood
- B. Discuss why people join hate groups, 'family mentality'
- C. Examine how hate groups recruit
- D. Discuss hate groups and freedom of speech

III. Hate Crimes:

- A. Identify what determines if a crime is a hate crime
- B. Discuss the constitutionality of hate crimes
- C. Examine specific examples of hate crimes in current American society

Unit III: Membership (Us and Them)

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand...

- How propaganda can influence public opinion.
- How mass media has been used to facilitate the creation of a “we” and a “they”.
- The connection between human nature and propaganda.
- Prejudice, racism, and scapegoating.
- Genocide.

Enduring Questions:

- How does a society (big and small) form in and out groups?
- How does being a member of a group influence our thinking and actions?
- Do the criteria for membership change?
- How do we learn of the ‘other’ or ‘outsider’?
- How can propaganda effect the way people view history?
- Who determines the “we” and the “they” in a society?
- What role does propaganda play in determining which is the “other” in a society?
- What are the causes of prejudice, scapegoating and discrimination?
- What is genocide?

Knowledge: Students will know...

- *Eye of the Storm* Jane Elliott
- *A Class Divided* Jane Elliott
- *Duck and Cover* (US Civil Defense Dept)
- *1984* George Orwell
- *Us and Them*—Pink Floyd
- *Harrison Bergeron*, Kurt Vonnegut

Skills: Students will be able to ...

- Discuss how our society determines what is acceptable and what is not.
- Discuss the discrimination present in *Eye of the Storm*.
- Summarize and understand the main themes of authority and control in *1984*.
- Read and discuss the story *Harrison Bergeron*.
- Discuss the ideas of scapegoating, racism, prejudice and discrimination.
- Discuss the concept of genocide.

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments

- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Internet and interactive displays and activities
- Primary and secondary document analysis

Outline:

I. Definition of Terms

A. Scapegoating, stereotype, prejudice, racism and xenophobia

II. Discrimination

A. *Eye of the Storm*

B. *Duck and Cover*

C. Read *Harrison Bergeron*

Unit IV: Rise of the Nazis

Time Frame: 2 week

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand...

- The historical roots of anti-Semitism in Germany.
- How the “other” is defined in a society.
- The similarities between the definition of the “other” in Germany, the US and South Africa.
- The idea of scapegoating those in society with the least amount of power. (eg- Jews, Blacks, women, etc.)
- The Nazi rise to power following World War I.
- How the Treaty of Versailles affected Germany.
- The reasons for the failure of the Weimar government.
- Historical anti-Semitism.
- How Nazi philosophy and government appealed to certain aspects of human nature.
- The process by which the Nazis systematically destroyed German Weimar democracy.
- The conditions of Germany (economic, social, etc) post World War I.

Essential Questions:

- What purpose does a scapegoated minority play in society?
- How did the Nazis use propaganda to scapegoat the Jews?
- What were some differences present in Weimar Germany?
- What was the allure of Nazi rule to Germans in the 1920s and 30s?
- What are the main elements of historical anti-Semitism?
- How were these differences used to explain the post-war situation in Germany?
- Why was the Reichstag burned? What was the consequence of this action?
- Why did the Weimar government collapse?

Knowledge: Students will know...

- *Triumph of the Will* Leni Riefenstahl
- *Protocols of the Elders of Zion*
- Treaty of Versailles
- The reasons behind the collapse of the Weimar government.
- The reasons behind the Nazi rise to power.
- Recognize how society develops a conception of the “other”.

Skills: Students will be able to...

- Discuss the collapse of the Weimar government.
- Recognize the philosophical underpinnings of Nazism.
- Discuss historical anti-Semitism.
- Recognize how Nazi propaganda strengthened anti-Semitic stereotypes.

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments
- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Internet and interactive displays and activities
- Primary and secondary document analysis

Outline:

I. Rise of the Nazis

- A. Germany Post World War I
- B. Treaty of Versailles—Weimar Republic
- C. Political instability
- D. Economic collapse
- E. Social upheaval

II. Propaganda

- A. *Triumph of the Will*
- B. *Der Ewige Jew*
- C. Joseph Goebbels
- D. Tenets of Nazism

Unit V: From Persecution to Mass Murder

Time Frame: 2 week

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- How the Nazis were able to consolidate their power.
- How Germans were brainwashed into believing anti-Semitic propaganda.
- How laws were used to increasingly take Jews out of German society.
- How racism and anti-Semitism was codified into law.
- How Jim Crow Laws were the basis for the Nuremberg Laws.

Essential Questions:

- How did the Nazis legislate anti-Semitism?
- Who was Joseph Goebbels and what was his job?
- In what ways did propaganda further anti-Semitic attitudes in Germany?
- How did the German state sponsor anti-Semitism?
- How did state sponsored anti-Semitism change the prevailing attitudes of Germans toward Jews?
- Why did most non-Jewish Germans fall into Nazi propaganda regarding Jews?

Knowledge: Students will know...

- Jim Crow Laws
- Nuremberg Laws
- *The Democrat and the Dictator*
- Joseph Goebbels and Nazi propaganda.
- The purpose of the Wannsee Conference—1942.

Skills:

- Discuss Nazi policies in the years immediately following their rise to power.
- Describe life in Nazi Germany.
- Discuss the importance of propaganda to Nazi policy.
- Discuss the Nuremberg Laws and the process of making anti-Semitism a legal state policy.
- Discuss and examine the escalation of Nazi policies of persecution against Jews, Gypsies and other groups.

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments

- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Internet and interactive displays and activities
- Primary and secondary document analysis

Outline:

- I. Legalizing Anti-Semitism
 - A. similarity to Jim Crow Laws
 - B. legislating anti-Semitism
 - C. Wannsee Conference
- II. Rise to Power
 - A. Kristallnacht “Night of Broken Glass”
 - B. Nuremberg Laws

Unit VI: The Holocaust

Time Frame: 2 week

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- How the Holocaust developed its own language of euphemism.
- How the Holocaust evolved a twisted logic that required the murder of groups deemed undesirable by the Nazis.
- How anti-Semitic propaganda influenced the decisions people made.
- Life inside a concentration camp.
- The circumstances that allowed certain people to survive.
- Difference between labor camps and death camps.
- What life was like following liberation for survivors.

Essential Questions:

- How did Holocaust perpetrators justify their actions? What language and ‘logic’ did they use?
- What is the ‘Final Solution’?
- How does the governmental plan for the Final Solution build upon earlier Nazi legislation against the Jews?
- How can the experiences of Holocaust survivors change their lives and outlooks?
- What can we learn from the experiences of an individual?
- Why did people continue to believe in the propaganda they were being told despite signs to the contrary about the war?¹

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments
- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
 - Overhead notes
 - Transparencies
 - Power point presentations
 - Films
 - Internet and interactive displays and activities
 - Primary and secondary document analysis
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Outline:

I. Ghettoes

- A. Creation of ghettoes
- B. Transportation to and from ghettoes
- C. Life in the ghettoes

II. Concentration Camps

- A. Difference between concentration and work camps
- B. Survival skills
- C. Medical experiments
- D. Sonderkommando
- E. Escape
- F. Life After

Unit VII: Judgment, Memory and Legacy

Time Frame: 2 week

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand...

- How the world dealt with enormity of the Holocaust.
- How Nuremberg Trials helped to bring a sense of openness, accountability and acknowledgement to the Holocaust.
- How our modern system of accountability is based on the one established for the Nuremberg Trials.
- The importance of remembrance in a society.
- The types of memorials that remember the Holocaust.
- The proceedings of the TRC with the lack of acknowledgement on the part of the Turkish government regarding the Armenian genocide.
- How modern Germany has acknowledged the Holocaust.

Essential Questions:

- Why were the Nuremberg Trials important to understanding the Holocaust?
- How are the Nuremberg Trials, the South African Truth and Reconciliation Commission (TRC) and current trials of Saddam Hussein similar?
- Why is it important to have on record the actions of perpetrators of genocidal crimes?
- Why are the proceedings of the TRC in South Africa so important to helping bring closure to the *apartheid* era?
- How do societies remember their crimes against humanity?

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual products
- Human nature survey
- Human nature experiments
- Song analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Internet and interactive displays and activities
- Primary and secondary document analysis

Outline:

I. Judgement

- A. Nuremberg trials
- B. Discussion of war crimes

II. Memory and Legacy

- A. Discussion of responsibility
- B. "Never Again"
- C. Memorials
- D. Examine why some people deny the Holocaust
- E. Discussion of what was learned from the Holocaust

Unit VIII: Modern Genocide

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- The definition of genocide
- How prejudice and bigotry may lead to a genocide
- The factors that have led to different genocides
- The comparisons and contrasts between current and past genocides
- The location of current genocides
- How to prevent a future genocide
- The responsibility of the international community in ending genocides

Essential Questions:

- What are the factors that lead to genocides?
- What role, if any, does education and culture play in committing genocides?
- Where are the modern genocides that have occurred recently or are occurring now?
- What responsibility does the United Nations and other international organizations have in stopping genocide?

Knowledge: Students will know....

- The definitions of bigotry, prejudice, discrimination, scapegoating, racism, genocide, stereotype, and ethnocentrism
- Pol Pot and the genocide in Cambodia
- The Rwandan Genocide – impact of Imperialism
- The genocide occurring in the Sudan

Skills: Students will be able to....

- Analyze the causes of genocide
- Describe the role of prejudice and bigotry in modern genocide
- Debate the differences and comparison between the Holocaust and modern genocides
- Develop ideas to prevent future genocides from occurring
- Debate the role and responsibility of the international community in ending genocides

Assessment:

- Written responses to academic prompts
- Journal entries
- In class debates
- Visual products
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- PowerPoint presentations
- Films
- Documentaries
- Interactive internet activities
- Primary and secondary document analysis

Outline:

I. Genocide:

- A. Discuss the definition of genocide, when the term came about, and other terms that impact genocide, such as prejudice, racism, scapegoating, discrimination, bigotry and ethnocentrism
- B. Analyze the causes of genocide
- C. Discuss the possibility of preventing future genocides
- D. Discuss the importance of learning from the past

II. Examples of Modern Genocides: Cambodia

- A. Analyze Pol Pot and the genocide he led in Cambodia
- B. Discuss the Khmer Rouge and their goal to create a communist peasant farming society
- C. Examine the killing fields
- D. Discuss the purging of 'class enemies' and the 'purification' of Cambodian society, which led to the elimination of all traces of Capitalism, Western culture, city life, religion, and any other foreign influences
- E. Analyze how Pol Pot lost power and how the genocides ended
- F. Examine the effects of the Cambodian genocide

III. Examples of Modern Genocides: Rwanda

- A. Analyze the role of Imperialism in Rwanda
- B. Discuss the distinction between the Hutu and the Tutsi groups within Rwanda
- C. Analyze how prejudice led to the genocide
- D. Discuss the events of the genocide and how the genocide ended
- E. Debate the responsibility of the international community in not helping to stop this genocide

IV. Examples of Modern Genocides: Sudan

- A. Examine the causes of the genocide occurring in the Sudan
- B. Discuss the role of the Sudanese government and the Janjaweed
- C. Analyze how religious differences and prejudice have exacerbated this conflict
- D. Debate the role of the international community being involved in the Sudanese government

Unit IX: Human Trafficking

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- The types of modern slavery that exist
- The causes and effects of Human Trafficking
- Comparisons and contrasts between modern slavery and the slavery that existed in early America
- The suppliers and markets for Human Trafficking
- The plight of child soldiers
- The importance of poverty in the international community and how slave traders exploit people from these areas of the world
- The role and effectiveness of international organizations concerning solutions to ending Human Trafficking

Essential Questions:

- How big of a problem is Human Trafficking compared to other illegal international trades, such as drugs and weapons?
- What types of modern slavery exist?
- What role does poverty play in Human Trafficking?
- Why is there a market for human beings trafficked?
- What are the effects of Human Trafficking on the victims, suppliers, and market countries?
- How does the modern slave trade compare to slave trades of the past?
- What are the comparisons and differences of slavery today in America in relation to the slavery of early America?
- How is the international community working to end Human Trafficking?

Knowledge: Students will know....

- How the slave trade today operates
- Which countries are suppliers and which countries are markets
- The ways in which many victims are tricked or sold into slavery
- The impact of slavery on its victims
- Why certain groups/countries force children to become soldiers
- The role of the United Nations and other countries and international organizations concerning Human Trafficking
- The differences between slavery today and in the past

Skills: Students will be able to....

- Debate the responsibility the United States and certain international organizations have in working to end Human Trafficking
- Describe the effects of Human Trafficking on its victims

- Explain the different types of slavery that exist today
- Analyze the differences and similarities between slavery today and in the past
- Discuss the ways in which the international community can work to end Human Trafficking

Assessment:

- Written responses to academic prompts
- Journal entries
- Primary source analysis
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Power point presentations
- Films
- Documentaries
- Interactive internet activities
- Primary and secondary document analysis

Outline:

I. Human Trafficking: Modern Slavery

- A. Analyze the types of modern slavery that exist: sweatshops, debt bondage, sexual slavery, child soldiers, domestic slavery
- B. Identify the suppliers and markets of Human Trafficking
- C. Analyze the institution of children being made into soldiers and identify the groups and countries that are perpetuating this
- D. Analyze how big of an international problem Human Trafficking is becoming and compare to other international trades, such as drugs and weapons

II. Causes of Human Trafficking:

- A. Examine the role poverty plays in Human Trafficking
- B. Discuss ways in which people become victims of Human Trafficking: model agencies, foreign brides, being sold because of poverty and gender institutions in some countries
- C. Analyze why there is a market for Human Trafficking

III. Comparison of Modern Slavery with Slavery in Early America:

- A. Discuss the slave trade of the 1700-1800s with the ways people are trafficked today
- B. Analyze the conditions slaves experience today in comparison to the past
- C. Discuss the role of racism and poverty concerning slavery today and in the past

IV. Effects and Solutions of Human Trafficking:

- A. Analyze the responsibility of the United States and the international community in ending Human Trafficking
- B. Analyze the impact of Human Trafficking on its victims, suppliers, and market countries

Unit X: Civil Rights

Time Frame: 2 weeks

Established goals: Core Curriculum Standards NJCCS: 6.1, 6.2, 6.4, 6.5

Enduring Understandings: Students will understand....

- The definition of the term civil rights
- The different civil right movements that have occurred in United States History and present day America
- The comparisons and differences between the civil rights movement of the 1960s and the gay rights movement today
- The impact of the influential leaders in the civil rights movement
- That racism and prejudice are reasons why certain groups have been denied certain civil rights throughout history.
- The impact the different civil rights movements have had on American society

Essential Questions:

- What are the important events and leaders from the civil rights era of the 1960s?
- What are the important events and leaders of the gay rights movement today?
- Why have African Americans, women, homosexuals, Latinos, and other minorities been denied certain rights throughout American history?
- What are some challenges minorities have to overcome while fighting for their civil rights?
- What are the similarities and differences between the civil rights movement of the 1960s and the gay rights movement today?
- How does racism and other prejudices play a role in denying people of their civil rights?

Knowledge: Students will know....

- The definition of civil rights
- The leaders of each of the civil rights movements
- The role racism and prejudice plays in denying people their civil rights
- The challenges minorities have to overcome while fighting for their civil rights
- The similarities and differences between the different civil rights movements
- The impact the different civil rights movements have had on American society

Skills: Students will be able to....

- Describe the civil rights movement of the 1960s
- Analyze how women, African Americans, homosexuals, Latinos and other minorities have overcome racism and prejudice to attain their civil rights
- Debate the similarities and differences between the civil rights movement of the 1960s and the gay rights movement today

- Discuss the impact different civil rights movements have had on American society
- Examine the leaders and events that have impacted the civil rights movements in America

Assessment:

- Written responses to academic prompts
- Journal entries
- Visual product
- Debates
- Songs
- Presentations
- Student self-assessment

Learning Plan:

- Lecture
- Overhead notes
- Transparencies
- Power point presentations
- Films
- Interactive internet activities
- Primary and secondary document analysis

Outline:

I. Civil Rights:

- A. Discuss the definition of civil rights
- B. Identify the different civil rights movements that have occurred in United States history
- C. Analyze how racism and prejudice have denied certain groups within American society their civil rights
- D. Discuss how the different civil rights movements have changed American society

II. Civil Rights Movement of the 1960s:

- A. Analyze the history of racism against African Americans in United States history
- B. Identify the rights African Americans were fighting for during the civil rights era
- C. Identify Martin Luther King Jr., Malcolm X, Rosa Parks, and other influential leaders of the civil rights era
- D. Identify important forms of protest such as freedom rides, bus boycotts, sit-ins, non-violent and violent protests that have impacted the civil rights movement
- E. Analyze reasons why the civil rights movement was successful
- F. Discuss the impact the civil rights movement has had on American society

- III. Other Civil Rights Movements in American History:
 - A. Analyze when and why women gained the right to vote and how women's role have changed throughout American history
 - B. Identify the rights Homosexuals are fighting for in current society

Suggested Resources

Unit I: The Nature of Human Behavior

Readings:

Stanley-Milgram Shock Experiment
“The In-Group”
“Human Nature Opinion Survey”
“My Name is Adolph Eichmann”
“Man is Rational” – John Locke
“Man is Evil and Warlike” – Thomas Hobbes
“Man is a Product of his Environment” – BF Skinner
“The Prince” – Machiavelli
“The Dying Girl That No One Helped”

Films:

Eye of the Storm
Stamford Prison Experiment
History Channel: Kitty Genovese
The Wave
Lord of the Flies

Songs:

Sounds of Silence – Simon and Garfunkel
Pieces of You – Jewel
Sympathy for the Devil – The Rolling Stones

Unit II: Racism and Prejudice

Readings:

Facing History and Ourselves Resource Book
“The Bear that Wasn’t” – p. 2
“Little Boxes” – p. 10
“Race and Science” – p. 13
“Stereotyping” – p. 16
“Fear” – p. 25
“The In Group” – p. 29
“Conformity and Identity” – p. 31
“In the Barrio” – p. 33
“What’s in a Name?” – p. 40
“The Effects of Religious Stereotyping” – p. 43
“Anti-Judaism: A Case Study in Discrimination” – p. 46
“White Privilege” – Peggy McIntosh

Films:

Crash

American History X

Boys Don't Cry

Laramie Project

Unit III: Membership (We & They)

Readings:

Souls of Black Folk – WEB DuBois

1984 – George Orwell

Facing History and Ourselves Resource Book

- “Harrison Bergeron” – p. 58
- “The In-Group” – p. 29
- “Creating Enemies of the State” – p. 102

Films:

Eye of the Storm – documentary

A Class Divided – Jane Elliot

“Nips the Nips” Bugs Bunny - racist cartoon

Duck and Cover – US Civil Defense film

The In Group – Eve Shalen (video clip)

Songs:

Us and Them – Pink Floyd

Websites:

www.leni-riefenstahl.de/eng/index.html - Leni Riefenstahl website

www.media-awareness.ca - Media Awareness website

Unit IV: From Persecution to Mass Murder

Readings:

Facing History and Ourselves Resource Book:

“Hitler’s Saturday Surprises” – p. 253

“The Night of the Pogrom” – p. 263

“Those Considered Unworthy to Live” – p. 279

“Targeting the Gypsies” – p. 284

Films:

Triumph of the Will

Swing Kids

Unit V: The Holocaust

Readings:

Facing History and Ourselves Resource Book:

“Sanitary Language” – p. 309

“A War Within a War” – p. 310

“Reserve Police Battalion 101” – p. 313

“Obeying Orders” – p. 321

“Auschwitz” – p. 343

“Rationalizing Genocide” – p. 355

“Is This a Person” – p. 359

Night – Eli Wiesel

“I Promised I Would Tell” – Sonia Weitz

Films:

Schindler’s List

Life is Beautiful

The Pianist

Escape From Sobibor

Unit VI: Judgment, Memory, and Legacy

Readings:

Facing History and Ourselves Resource Book

- “Overview: Judgment” – p. 418
- “Dogma Makes Obedient Ghosts” – p. 420
- “The Rules of War” – p. 422
- “Humanity’s Aspirations to do Justice” – p. 426
- “Obedience to Orders” – p. 427
- “A Man of Words” – p. 429
- “Betraying the Children” – p. 430
- “We Were Not Supposed to Think” – p. 432
- “The Scientists of Annihilation” – p. 434
- “Toward International Standards” – p. 434

- “Making Good Again” – p. 443
- “On Trial” – p. 449
- “Eichmann in Jerusalem” – p. 455
- “The UN and Genocide” - p. 459
- “Survivors and Memory” – p. 471

Films:

Judgment at Nuremberg

Unit VII : Modern Genocide

Films:

Lost Boys of Sudan - documentary

Hotel Rwanda

April Rain

Books:

Century of Genocide

Unit VIII: Human Trafficking

Films:

Human Trafficking – Lifetime Movie

The Day My God Died - documentary

Unit IX : Civil Rights

Films:

Mississippi Burning

Malcolm X

Laramie Project