

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT**

**HOLOCAUST
#0148**

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

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PHILOSOPHY/RATIONALE

The Holocaust and Genocide course is a one semester 2.5 credit course offered as a social studies elective. The course is designed for students in grades 11 and 12, and addresses many of the New Jersey Core Curriculum Standards as well as the New Jersey Core Curriculum Content Standards for Technological Literacy and the New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family and Life Skills. Throughout this course, students will utilize many higher level thinking skills by discussing issues and solving problems, and will also improve their ability to work cooperatively.

The Holocaust and Genocide course focuses upon several major themes. Students investigate basic theories of human behavior, look at the causes of prejudice, and examine the concept of genocide. They also examine the history of anti-Semitism, the post World War I period and the rise of Nazism, the post World War II period in Europe, the importance of resistance and intervention, and larger issues of conscience and moral responsibility. In addition, students will analyze examples of modern genocide and identify strategies to promote tolerance. Throughout the course, students will reflect upon what they have learned and examine the implications of the Holocaust and the other examples of genocide in the contemporary world.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Examine several theories about humanity and its relationship to the causes of genocide. (6.1/A2,3,4,8; 6.2/E10,11,12,13,14,15; 6.6/A2, B2,3, D5; 8.1/A1,2,4, B5,8,9,10; 9.1/A4,7, B2,3; 9.2/A3,4, B2, C1)
 - A. Examine how human behavior is presented in literature, music, and other popular media.
 - B. Determine the criteria and causes for genocide.
 - C. Analyze examples of bias, prejudice, racism, and ethnocentrism.
2. Analyze the historic causes of anti-Semitism. (6.1/A1,2,3,4,8; 6.2/E13,15; 6.3/A,B,C; 6.6/A2, B2,3, D5; 8.1/A1,2,4,6, B2,4,5,9,10,12; 9.1/B2,3,4,5; 9.2/A1,2,3,4, B2, C2)
 - A. Evaluate specific examples of anti-Semitism during ancient times.
 - B. Identify specific examples of persecution resulting from anti-Semitism during medieval times.
 - C. Compare and contrast past anti-Semitic practices with those of the modern world.
3. Investigate the global and domestic conditions that led to the rise of Nazism. (6.1/A2,3,4,8; 6.2/E13,14,15; 6.3/F1,2; 6.5/B5; 6.6/A2, B2,3, D5; 8.1/A1,2,4,6,9, B4,5,7,9,10,12; 9.1/B2,3, 4; 9.2/A1,2,4, B2, C1,2)
 - A. Research the economic problems facing the Weimar Republic.
 - B. Discuss the events that allowed Hitler to gain power.
 - C. Examine aspects of the Nazi philosophy and its appeal to the German people.
 - D. Explain Hitler's philosophy and goals.
4. Examine life for both Jews and non-Jews under Nazi power, and the Nazi programs to control both groups. (6.1/A1,2,3,4,7,8; 6.2/E13,14,15; 6.3/F1,2; 6.6/A2, B2,3, D5, E3,5; 8.1/A1,2,4,6, B4,5,7; 9.1/B2,3,4,5; 9.2/A1,3,4, C2)
 - A. Study the methods used by the Nazis to promote dehumanization.
 - B. Examine the reasons why the Nazi party focused primarily on the Jews as a "problem".
 - C. Discuss the methods of resistance and roles played by other countries while the Holocaust occurred.
5. Assess the consequences and impact of the Holocaust. (6.1/A1,2,3,4,5,6,7,8; 6.2/E13,14,15; 6.3/F1,2, G2; 6.6/A2,5, B2,3, D5, E5; 8.1/A1,2,4,6,9, B4,5,7,9; 9.1/B2,3,4,5; 9.2/A2,4, C1,2)
 - A. Examine the war crimes trials.
 - B. Evaluate how the Holocaust has impacted political policies of the modern world towards genocide.
 - C. Discuss the effects of the Holocaust on modern Jewish life.

COURSE PROFICIENCIES (continued)

- D. Explain the impact of the Holocaust on the creation of Israel.
 - E. Draw conclusions regarding the historical significance of the Holocaust.
 - F. Evaluate the validity of Holocaust deniers.
6. Analyze examples of genocide within the past 200 years. (6.1/A1,2,3,4,5,6,7,8; 6.2/A3, D2,5, E1,3,4,8,10,11,12,13,14,15; 6.4/F4, H3,6, K1, L3,6; 6.5/B5; 6.6/A2,3,4,5, B2,3, D5, E5; 8.1/A1,2,4,6,9, B4,5,9,12; 9.1/B2,3,4,5; 9.2/A2,3,4,5, C1,2, D2)
- A. Illustrate examples of injustice and genocide within the United States.
 - B. Evaluate and appraise multiple examples of genocide in the 20th and 21st centuries.
 - C. Identify strategies to promote tolerance in the modern world.

STUDENT PROFICIENCIES

The student will be able to:

1. Compare differing points of view as to the influences on human behavior.
2. React to issues specifically addressed in course materials that contain topics of discussion and historical arguments.
3. Analyze information pertaining to the internal and external stimuli required for genocide.
4. Determine the causes of genocide.
5. Apply the criteria for genocide to determine if events qualify as genocide.
6. Assess the validity of claims of genocide, based on one of the following models: Irish Potato Famine, Soviet, Armenian, Kurdish, or other various relevant examples.
7. Understand the origins and history of anti-Semitism.
8. List the factors present in the post World War I era in Europe that account for the rise of the Nazi party.
9. Understand the philosophy of Nazism and its implications on human rights.
10. Describe the political, economic, and social success of the Nazi party.
11. Examine the Nazi policy of dehumanization.
12. Discuss the Nazi concept of a racial “problem”.
13. Analyze methods of resistance used during the Holocaust.
14. Evaluate the validity and thoroughness of the war trials.
15. Detect bias and prejudice through literature, arts, and media.
16. Use current events to measure prejudice in today’s society.
17. Identify examples of stereotypes.
18. Define bias, hate crime, and discrimination.
19. Utilize conflict resolution skills.
20. Understand how intolerance can affect government policies.

METHODS OF EVALUATION

1. Homework and class work.
2. Class participation.
3. Tests and quizzes.
4. Class activities and projects.
5. Case studies.
6. Alternate assessments.
7. Teacher observation/questioning/monitoring.
8. Final examination.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards/ Grade	Strands & Indicators	Course Outline/Student Objectives
6.1/11-12 6.2/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12	A2,3,4,8 E10,11,12,13,14, 15 A2 B2,3 D5 A1,2,4 B5,8,9,10 A4,7 B2,3 A3,4 B2 C1	I. Examine Several Theories About Humanity And Its Relationship To The Cause Of Genocide A. Examine Human Behavior as Shown Through Culture (Literature, Music and Visual Arts) B. Determine the Criteria and Causes for Genocide 1. Explain how genocidal behavior has been justified through the examination and synthesis of both cultural and scientific evidence 2. Recognize and evaluate the necessity for outside stimuli to promote this type of aggressive behavior 3. Conclude that genocide is not an event but a progression which leads to the partial or complete destruction of a group bound by race, nationality, religion, or culture 4. Explain the stages and progression of genocide C. Analyze Examples of Bias, Prejudice, Racism, and Ethnocentrism 1. Determine that the outside stimuli for genocide can include but are not limited to prejudice, discrimination, scapegoating, and persecution 2. Analyze personal bias and prejudice
6.1/11-12 6.2/11-12 6.3/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12		II. Analyze The Historic Causes Of Anti-Semitism A. Evaluate Specific Examples of Anti-Semitism During Ancient Times 1. Determine the conflicts that existed between Jews and the religious practices of the majority of the population of the Hellenistic period 2. Understand the conflicts Jews posed as non-conformists to government officials during the period of the Roman empire 3. Examine specific laws and edicts stating that Jews were to be treated differently from the rest of society B. Identify Specific Examples of Persecution Resulting from Anti-Semitism During Medieval Times 1. Understand how the Crusades resulted in increased persecution of the Jews

		<p>II. Analyze The Historic Causes Of Anti-Semitism (continued)</p> <p>2. Apply the use of scapegoating and heresy during the Inquisition that ultimately led to the expulsion of the Jews from Spain in 1492</p> <p>C. Compare and Contrast Past Anti-Semitic Practices With Those of the Modern World</p> <p>1. Critique the rhetoric of 19th century racists (i.e., Count Arthur de Gobineau, Houston Stewart Chamberlain, and others)</p> <p>2. Understand and apply the logic of the Eugenics movement during the Enlightenment</p> <p>3. Determine other instances of persecution (i.e., pogroms, Dreyfus Affair, and others)</p>
<p>6.1/11-12 6.2/11-12 6.3/11-12 6.5/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12</p>	<p>A2,3,4,8 E13,14,15 F1,2 B5 A2 B2,3 D5 A1,2,4,6,9 B4,5,7,9,10,12 B2,3,4 A1,2,4 B2 C1,2</p>	<p>III. Investigate The Global And Domestic Conditions That Led To The Rise Of Nazism</p> <p>A. Research the Economic Problems Facing the Weimar Republic</p> <p>1. Analyze the economic situation as dictated by the victors of WWI</p> <p>2. Discuss how the worldwide depression affected the political stability of the Weimar Republic</p> <p>B. Discuss the Events That Allowed Hitler to Gain Power</p> <p>C. Examine Aspects of the Nazi Philosophy and its Appeal to the German People</p> <p>1. Analyze the Nazi creed</p> <p>2. Understand the German concept of the “master race”</p> <p>D. Explain Hitler’s Philosophy and Goals</p>
<p>6.1/11-12 6.2/11-12 6.3/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12</p>	<p>A1,2,3,4,7,8 E13,14,15 F1,2 A2 B2,3 D5 E3,5 A1,2,4,6 B4,5,7 B2,3,4,5 A1,3,4 C2</p>	<p>IV. Examine Life For Both Jews And Non-Jews Under Nazi Power</p> <p>A. Study the Methods Used by the Nazis to Promote <i>Dehumanization</i></p> <p>1. Discuss the <i>dehumanization</i> of the “enemies of the state” by the Nazi government</p> <p>2. Recognize that <i>dehumanization</i> occurs in several stages</p> <p>B. Examine the Reasons Why the Nazi Party Focused Primarily on the Jews as a “Problem”</p> <p>1. Determine the three stages of destruction experienced by the Jews and other persecuted people</p> <p>a. seizure of freedoms and property</p> <p>b. movement to the ghettos</p> <p>c. Final Solution</p> <p>2. Identify possible solutions to the economic crisis for the Nazis</p> <p>C. Discuss the Methods of Resistance and Roles Played by Other Countries While the Holocaust Occurred</p>

		<p>IV. Examine Life For Both Jews And Non-Jews Under Nazi Power (continued)</p> <ol style="list-style-type: none"> Analyze the resistance offered against Nazi policies, noticing that resistance comes in many forms - passive, aggressive, organized, and spontaneous Examine the incognizance of the rest of the world to the fate of the Jews in Germany, discovering possible reasons for this situation
<p>6.1/11-12 6.2/11-12 6.3/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12</p>	<p>A1,2,3,4,5,6,7,8 E13,14,15 F1,2 G-2 A2,5 B2,3 D5 E5 A1,2,4,6,9 B4,5,7,9 B2,3,4,5 A2,4 C1,2</p>	<p>V. Assess The Consequences From The Holocaust</p> <ol style="list-style-type: none"> Discuss the Outcome of the War Crimes Trials Evaluate How the Holocaust Has Impacted Political Policies of the Modern World Towards Genocide Discuss the Effect of the Holocaust on Modern Jewish Culture Explain the Impact of the Holocaust Towards the Creation of Israel Draw Conclusions Regarding the Historical Significance of the Holocaust Evaluate The Validity Of Holocaust Deniers <ol style="list-style-type: none"> Identify the term neo-Nazi and study other hate groups Analyze modern day anti-Semitism
<p>6.1/11-12 6.2/11-12 6.4/11-12 6.5/11-12 6.6/11-12 8.1/11-12 9.1/11-12 9.2/11-12</p>	<p>A1,2,3,4,5,6,7,8 A3 D2,5 E1,3,4,8,10,11 12,13,14,15 F4 H3,6 K1 L3,6 B5 A2,3,4,5 B2,3 D5 E5 A1,2,4,6,9 B4,5,9,12 B2,3,4,5 A2,3,4,5 C1,2 D2</p>	<p>VI. Analyze Examples Of Genocide Within The Past 200 Years</p> <ol style="list-style-type: none"> Illustrate Examples of Injustice and Genocide Within the United States <ol style="list-style-type: none"> Study the genocide and ongoing plight of Native Americans Identify cause and consequences of racism, bigotry, and prejudice for other groups. (i.e., religious groups, racial groups, ethnic groups, women, homosexuals, etc) Evaluate and Appraise Genocides of the 20th and 21st Centuries <ol style="list-style-type: none"> Compare and contrast various genocides of the 20th and 21st centuries (i.e., Ukraine, Bosnia, Kosovo, Rwanda, Cambodia, Darfur, and other applicable examples) Debate if the UN, US, and NATO actions towards modern genocide were acceptable (i.e., Bosnia, Kosovo, Rwanda, Darfur, and other applicable examples) Identify Strategies to Promote Tolerance in the Modern World <ol style="list-style-type: none"> Use and locate current events to measure tolerance in society Apply conflict resolution skills to create strategies to increase tolerance and acceptance in a democratic society

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

RESOURCES/ACTIVITIES GUIDE

Suggested Sample Activities

Dinner Party Simulation:

Students assume the role of 19th century racists such as Count de Gobineau and Houston Stewart Chamberlain, 19th century philosophers such as Charles Darwin and Thomas Malthus, and high-ranking members of the Nazi party. Student playing Gobineau and Chamberlain must find support for their ideas using Darwin's Theory of Natural Selection (Survival of the Fittest), the science of Eugenics, and Thomas Malthus theory regarding overpopulation and food shortage. Students playing Darwin and Malthus must support or refute the arguments based upon the character's (not personal) response. Finally, students playing Nazi elite must use the ideas of 19th century racists and philosophers to support Adolph Hitler's "Final Solution."

Analyze The Nazi Creed:

- Students read and interpret the Nazi Creed.
- Complete T-Chart "I Agree/Disagree With".
- Partner pair-share T-Chart results.
- Teacher-led discussion. Topics can include; comparison between Lebensraum and Manifest Destiny, Use of Propaganda, Use of Prejudice and Racism.
- Simulate student initiation into the Nazi Party. Reinforce the point that students do not have choice in the matter and risk imminent danger if they refuse to join.

Identifying Personal Bias:

- Hand out "Attitudes Towards Groups," (See Attachment A) and have pairs begin to complete the checklist Conduct whole-class discussion of responses and have students explain reasons for their choice. Ask students to make correlations between this list and stereotypes.
- Pairs can now brainstorm examples of stereotyping in films. Show a clip demonstrating brazen stereotyping. A good example may be the Kevin Kline film, *In & Out*, that stereotypes homosexual man.
- After showing a brief clip, the one with him dancing to disco music is a good choice, ask students what makes this a stereotype and if it is offensive.
- Students can discuss why stereotypes are used in films and television and debate what impact stereotyping may have on society. (Leads to prejudice)
- Students can compose an editorial to be written to a studio executive arguing against stereotyping in films and television.

UN Rwanda Mediation Simulation:

- Introduce topic to students either through video, discussion, or independent research.
- Review the Hutus and Tutsis with students.

RESOURCES/ACTIVITIES GUIDE (continued)

- Ask students to individually express their feelings regarding the Rwandan genocide.
- Propose that victims of the genocide are requesting United Nations intervention.
- Divide groups into four roles - the US Ambassador to the UN, the Rwandan Ambassador who is an ethnic Tutsi, a Hutu priest, and a Chinese Ambassador also on the UN Security Council.
- Without a mediator, groups should begin the negotiation. One recorder lists the arguments and conflict resolution techniques used in discussion. Share with class.
- Review President Clinton's apology for his administration's lack of activity during the killings.
- Conclude discussion with the following statement: Knowing what happened in Somalia one year before did President Clinton show negligence for not pressuring the UN to intervene?

The Agony of Auschwitz:

Have student's complete "Daily Log of Activities" sheet detailing their schedules and eating habits. Once finished, solicit student's prior knowledge about the camp and information they would like to know. It may be helpful to show a clip from a film such as Schindler's List that recreates the camp. Next have pairs read an excerpt from a primary source account of a normal day in Auschwitz and compare it with their schedule. Have them detail the differences in order to appreciate the agony of Auschwitz.

Analysis of a play:

In order to gain personal insight into the experience of the Holocaust, students should analyze a play based on the experiences of one or more people. Groups can analyze any number of plays, however "I Never Saw Another Butterfly" by Celeste Raspanti is suggested. The following questions can be asked of the work.

- What was the author attempting to do?
- How well did the author succeed in his/her attempt?
- What value does the attempt have?

More specifically:

- What is the author's purpose, scope, view, attitude, and/or theme?
- Was a picture of a type of life presented?
- What material is covered? What material is stressed?
- What ideas on life, liberty, morals, society, religion, etc. are shown? Does the author's ideology toward any of these things show in the work? How?
- What stylistic faults and excellencies does the work have? What devices are used to achieve style?

RESOURCES/ACTIVITIES GUIDE (continued)

- Did the work's structure support the content? How?
- Is the work convincing or dull? Why? Would some readers find the work excellent? Would others think that the work was inferior? Which readers? Why?
- Analyze and/or interpret the author's theme and purpose.
- Is the work somewhat light or does it contain serious social significance?

Performance Assessment Piece:

This course is unique because it deals with diverse material from around the globe. To measure student achievement, it will be necessary to have a performance assessment piece as the culminating activity for the semester. Therefore, the curriculum offers students an opportunity to create a project that illustrates understanding from one of the themes covered in the various lessons. For example, students may elect to design a website that refutes a Holocaust denier's own site. Students may also form a pro-tolerance club, such as an ERASE group that can become part of the school community. On the other hand, artistic students could paint murals that demonstrate their knowledge of the course content. The following assessment is a specific example that can be incorporated during the semester:

After completing the unit, groups will create children's books that set out to promote acceptance among our multicultural community. These books should demonstrate an understanding of the following material:

- Bias, intolerance, bigotry, and racism.
- Examples of stereotypes.
- A moral that teaches children the importance of tolerance and acceptance.
- Examples from American case studies, genocide horrors, and from the Holocaust.
- Upon completion, the groups can go to the elementary schools so they can share this knowledge with younger students.

Reaction Papers:

Every two weeks a one page reaction paper can be assigned. The student can react on the readings of the previous two week period. By critically analyzing the readings, the student should be able to first grasp the meaning of the author, and second discover from where the author is writing. These can be collected and used as a gauge for the teacher as to the effectiveness of the readings.

Critical Essay:

Groups of students should be asked to complete an essay linking the factors and environment of genocide into historical situations. This essay should be completed in steps.

RESOURCES/ACTIVITIES GUIDE (continued)

- Work out the conditions for genocide.
- Research one of the other occurrences as discussed in class.
- Fit the historical situation into the formula to draw conclusions.

The essay should be multi-page but not as long as a paper. After the essay is complete it will be presented in front of the class.

Semester Project: The Journal:

Throughout the course, students could be asked to keep a journal on the activities which take place in class. In this journal, they should record their reactions to the topics under discussion. The journal should be informal and reflect their feelings and insights. Each entry should be dated. Periodically, the teacher should read the journal and comment upon the student's reflections. The purpose of the journal is to provide an outlet for student emotions and thoughts in regard to the topics within the Holocaust and genocide course.

Book Report:

The Sunflower by Simon Wiesenthal

This book report should provide students with a genuine insight into the events into the Holocaust. The report should be broken down into two parts:

- Summary of events. (2-3 pages)
- Analysis of author and the work. (2-3 pages)

Many of the same questions used in the analysis of the play can be used here.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Auschwitz: If You Cried You Died 2001 (survivors revisit the camp)

Berga 2003 (accounts of American GI's placed in camps)

Bombing Nazi Dams 2003 (documentary/ending of WWII)

Daring to Resist 1999 (story and accounts of three women survivors)

Fascism: The Rise of Hitler 1979 (documentary)

Genocide for Students 2004 (overview of 20th century genocides)

The Genocide Factor 2002 (four-part documentary series tracing Biblical Times through 20th century genocide)

Hotel Rwanda 2004 (movie based on true account of Rwandan Genocide)

Holocaust on Trial 2000 (historian's denial of Holocaust)

Into the Arms of Strangers 2000 (footage, survivor accounts, stories of the Kindertransports)

The Killing Fields 1984 (movie based on true account of the Cambodian Genocide)

The Last Days 1998 (various survivor accounts)

Lessons for Life: Learning About the Holocaust 2001 (NJN production)

Noble Be Man Merciful and Good 1995 (survivor account)

Nuremberg 2000 (movie based on the Nuremberg trials)

My Knees Were Jumping: Remembering the Kindertransports 2001 (survivor accounts)

Schindler's List 1994 (movie based on true events)

The Rise and Fall of Adolf Hitler 1995 (six-part series by the History Channel)

The Trial of Adolf Eichmann 1997 (documentary about Eichmann's trial)

Tak for Alt 1998 (account of survivor and US civil rights activist)

The Pianist 2002 (movie based on true events)

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

The Wave 1984 (movie about a classroom experiment on Nazi philosophy)

Published list of Videos:

Holocaust Resource Center - Audiovisual Materials Collection, Kean University, spring 2000.

Suggested Websites:

United States Holocaust Memorial Museum: <http://www.ushmm.org>

The Jews of Krakow: http://www.shtetlinks.jewishgen.org/krakow/a_story.asp

The Nazi Death Camps: <http://www.deathcamps.info>

The Holocaust Revealed: <http://www.logon.org/domain/holocaustrevealed.org>

German Propaganda Archive: <http://www.calvin.edu/academic/cas/gpa/posters2.htm>

Timeline of Nazi Abuses: <http://www.pbs.org/wgbh/nova/holocaust/timeprint.html>

A History of Polish Ghettos: <http://www.scrapbookpages.com/poland/index.html>

Schindler's List Plot Summary: <http://www.filmsite.org/schi.html>

Museum of Tolerance: <http://motlc.wiesenthal.com>

The Nazi Police State: http://www.historylearningsite.co.uk/nazi_police_state.htm

The Anti-Defamation League: <http://adl.org>

Cybrary of the Holocaust: <http://remember.org>

The Nizkor Project: <http://nizkor.org>

SUGGESTED MATERIALS

Resources for Students:

- Botwinick, Rita Stienhardt. A History of the Holocaust. Upper Saddle River, NJ: Prentice Hall, 1996.
- Botwinick, Rita Stienhardt. A Holocaust Reader: From Ideology to Annihilation. Upper Saddle River, NJ: Prentice Hall, 1998.
- Furman, Harry, ed. The Holocaust and Genocide: A Search for Conscience. New York, NY: ADL, 1983.
- Hallie, Philip. Lest Innocent Blood Be Shed. New York, NY: Harper Colophon Books, 1979.
- Meltzer, Milton. Never to Forget. New York, NY: Dell Publishing Co., 1976.
- Stadtler, Bea. The Holocaust: A History of Courage and Resistance. New York, NY: Behrman House, Inc, 1973.
- Wiesenthal, Simon. The Sunflower. New York, NY: Schoscken Books, 1976.

Resources for Teacher:

- Belkovsky, Sydney M. Life Unworthy of Life. Farmington Hills, MI: The Center d' Child, 1987.
- Hogue, Donald R. Night Curriculum Unit. United States: The Center for Learning, 1994.
- Flaim, Richard F. and Harry Furman. The Hitler Legacy. The New Jersey Commission on Holocaust Education, 2001.
- Furman, Harry, ed. The Holocaust and Genocide: A Search for Conscience. New York, NY: ADL, 1983.
- The Holocaust, Historical Case Studies. Upper Saddle River, NJ: Globe Fearon Educational Publisher, 1997.
- The Holocaust and Genocide: The Betrayal of Humanity. Vol. I and II, New Jersey Commission Holocaust Education, 2003.
- Merti, Betty. Understanding the Holocaust. Portland, ME: J. Weston Walsh, 1995.

SUGGESTED MATERIALS (continued)

Teaching About the Holocaust, A Resource Book for Educators. Washington D.C, The United States Holocaust Memorial Museum, 2004.

Totten, Samuel, William S. Parsons, and Israel W. Charny, ed. Genocide in the Twentieth Century: Critical Essays and Eyewitness Accounts. New York, NY: Garland Publishing Co., 1995.

Wills, Aaron Dr. Teaching Holocaust Studies with the Internet. Culver City, CA: Classroom Connet, 1999.