

JOURNEY INTO THE DEPTHS OF DARKNESS:
AN ENCOUNTER WITH GENOCIDE

I. ESSENTIAL QUESTIONS

1. How did the final solution evolve in Nazi Germany?
2. What characteristics typical of genocide are prominent in the text Night?
3. Can the practice of genocide be linked to any one region of the world or does it transcend all cultures?
4. What role does a Avictim group@ play in its end or its survival?

II. OBJECTIVES

Students will demonstrate the ability to:

1. Define genocide.
2. Apply their knowledge and understanding of genocide as it appears in the text. They will relate that comprehension through providing specific examples from the text.
3. Identify and evaluate the political climate of an area which created an environment for the policy of genocide to result.
4. Analyze programs of demonization that allowed for this Avictim group@ to be recognized as such.
5. Assess the role of the Avictim group@ as it relates to their choice of resistance vs. Asurvival.@

III. RESOURCES/MATERIALS

- ✂ Textbooks
- ✂ Trade Books
- ✂ Excerpts from private journals

☞ Movie clips: The Killing Fields, Into the Fog, Sophie=s Choice, PBS: Rwanda

☞ The Arts: Music, Art, Literature

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VI. MULTIPLE INTELLIGENCE ACTIVITIES

1. Introductory activity: (Lights out in the classroom, no talking, students sitting closely together) Students are served cold soup and hard bagels to provide them with the true Jewish experience in the concentration camps. To encourage student participation in this activity, a participation grade and a quiz grade will be given for this activity.
2. Configure an exhibit on the Holocaust earmarking essential artifacts, documents, photos, etc. to be borrowed from a local museum.
3. Through a variety of art forms (ballet, music, karate, voice, art, internal monologue, poetry, dialogue between two individuals, inspirational excerpts, drama, slide presentations with music as a backdrop) the students will express their emotions concerning genocide.
4. Using Nazi Germany as a role model, students will construct a lesson of genocide of a particular region. The lesson shall include:
 - _ Identifying the groups involved
 - _ Citing the political climate of the time
 - _ Providing tangent examples of
 - _ Providing documentation: maps, photos, etc.
5. Guest speaker to address the issue of genocide/or a field trip to a sight where a guest speaker addresses the class on the topic of genocide.
6. Judenrat Activity
The students will participate in a council to determine which classmates will be relocated to a work camp.
7. Evaluate the role of American and multi-national corporations as they impact the Avictimized population.@

VII. CATEGORIES FOR ASSESSMENT

- ✂ Writing pieces
- ✂ Performance based
- ✂ Technological presentations
- ✂ Teacher designed tests/quizzes

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V. ASSESSMENT

- ✂ Writing original poems portraying an aspect of Night.
- ✂ Research paper of a regional example of genocide.
- ✂ Through an original Afound@ art medium, the students will express their emotions relating to genocide.
- ✂ Written documentation of genocide throughout world history.
- ✂ Coordinate a Holocaust exhibit to be displayed in the library.
- ✂ Create a classroom bulletin board using a map of the world as a backdrop, the students will show the many faces of genocide.
- ✂ Create a diary entry depicting their role in the Judenrat.

