

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: Reseda High School

Grade: 10th grade

Team Members:

Darren Borg

Heather Penrod

Subjects:

English 10

World History

THEME/OUTCOMES

Unit Theme: “Do the Right Thing.” Ethics and Identity: Reconciling the Boundary between Ourselves and the Other.

Rationale: Students will gain an understanding of how identity is formed within a social context and the power relationships that emerge from the resulting hierarchy. We will investigate the personal and social consequences of action and what constitutes ethical and unethical behavior in interpersonal relationships.

Outcomes for Students: In this unit we will provide an in-depth study of WWII and the Nazi policy of pursuing racial purity leading to the Final Solution and resulting in the Holocaust. Students will examine the role of individuals and choices made to inhibit or progress the policy of racial purity in Germany and in occupied countries during World War II. Students will then examine the role of individuals in our present day society in defining their circle of obligation and the creation/construction and promulgation of the “Other.”

ESSENTIAL QUESTIONS:

- **How does an individual navigate the boundaries between himself/herself and “the other?”**
- **What are the characteristics of a bystander? What causes and individual to choose to be a bystander and participant in the social order or challenge the status quo?**
- **What are the forces that lead to crises of conscience? How can these crises be resolved? Individually? Socially?**

INTERDISCIPLINARY ESSAY PROMPT

How does the social construction of identity contribute to conflicts between *and within* individuals? In the texts we have read for this unit, we have witnessed how individuals have navigated the boundaries between themselves and the “Other” in history and literature. In essay form, show how identity relates to power and how this relationship has played out historically in societies such as Nazi Germany, America, or other places. First give examples of power relationships; then, define “bystander” and give examples of how individuals have chosen to be a bystander and participant in the social order or how they have chosen to challenge the status quo. Finally, explain what a “crisis of conscience” is, and defend, in your opinion, what leads to it. How can those crises be resolved? Individually? Socially? Use material from your study of To Kill a Mockingbird, Night, “Hangman,” and excerpts from History and Ourselves, as well as your understanding of Schindler’s List, Eye of the Storm, Weapons of the Spirit, Bad Samaritan, Obedience, to respond to these questions.

Shared instructional strategies (Cooperative grouping, Shared Inquiry, common graphic organizations)

Name: Heather Penrod

Subject: World History

Focus Standards:

10.8.5 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 million Jewish civilians.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

- Schindler's List
- Eye of the Storm
- Weapons of the Spirit
- Bad Samaritan
- Obedience
- Lunch Date
- Excerpts from History and Ourselves.

Activities:

- Shared Inquiry
- Fish Bowl
- Cooperative grouping
- Museum Walk Activity

The Humanities Connection...
Museum visit
Film (documentaries and creative pieces)

Name: Darren Borg

Subject: English

Focus Standards:

- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 2.2 Write responses to literature:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claim.
 - Convey information and ideas from primary and secondary sources accurately and coherently.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

- Night
- Excerpt, Diary of a Young Girl.
- Handout: "The Social Meaning of the T-shirt"
- Kafka, "Before the Law"
- McCrae, "In Flanders Fields"
- Handout, "Hangman" with animated short, "Hangman."
- Selections on the Japanese Internment
- Orwell, "Politics and the English Language."

Activities:

- Read Night.
- T-shirt project: the social construction of identity.
 - One-word identity encapsulated by t-shirt.
- Opportunity: "Step Forward" Activity Interment pieces.
- Video: 442nd Regiment in WWII.

The Humanities Connection...
Poetry
Beethoven's violin concerto (as it's referenced in Night)
Artwork (t-shirts)