

## INFUSION OF HOLOCAUST STUDIES MATRIX

	<b>THEMES/ TOPICS</b>	<b>SOCIAL STUDIES</b>	<b>THE ARTS</b>	<b>LANGUAGE ARTS</b>	<b>ETHICS/ RESPONSIBILITY</b>	<b>RESEARCH/ THINKING</b>
<b>Pre K-2</b>	belonging, understanding, and appreciating differences; learning to get along	similarities and differences of people and communities; variations in families; customs and values of diverse groups	use art forms to understand family and cultural celebrations. Art as way o transmitting history of ancient civilizations. Forms of representation.	reading and writing in response to literature; literacy development	how rules affect the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promotion of tolerance, understanding, and acceptance	access information using tables, charts, graphs; observe, identify, order, describe; compare and contrast
<b>3-5</b>	confronting change; evaluating customs and values of groups in conflict; recognize and resist conditions detrimental to human development and opportunity	changes over time; becoming a responsible, respectful member of democratic society; how democratic processes help to solve problems; customs and values create different types of communities	using art forms to gain an understanding of cultures from the past and present. The art of war, symbols in art, group analysis of one or more paintings; Why painting when photography might do?	reading and writing for various purposes; using journals, diaries, and other forms of literature to gain an understanding of history	solving problems and conflicts peaceably; decision making and participation in a democracy; ethical and unethical uses of power; promotion of tolerance, understanding, and acceptance	locate, manipulate, and summarize information from oral, visual, and written sources in addition to above
<b>6-8</b>	confronting change and loss; responding to unfairness and danger; displaying courage and resourcefulness	how lives can be changed by people and events; political and social decisions that affect the quality of life; how diverse groups adapt to new environments; importance of participation in the community	using art forms to gain an understanding of cultures from the past and present. Use of art from eras of intolerance: Grosz, Dix, Chagall, Heartfield.	read and interpret primary sources; write journals in response to historical and geographic problems; write accurate research papers with correct documentation	ethical and unethical uses of power; being responsible for members of the community; rejecting stereotyping and prejudice; promotion of tolerance, understanding, and acceptance	use technology to observe and analyze the interrelationships between humans and their environments, in addition to above
<b>9-12</b>	analyzing human behavior and historical processes; identifying causes, forms, and effects of discrimination; setting standards for responsible action	change over time; how indifference in the community can affect peoples lives; rejecting or stereotyping of others; opposing discrimination, prejudice and anti-Semitism	using art forms to express that which is vital to the community Advanced projection of art and analysis based on themes related to the Holocaust, victims and creator of art under adverse circumstances	read and interpret primary sources; write journals in response to historical and geographic problems	ethical and unethical uses of power; individual, group, and community roles in advocating personal, societal, and political responsibility; promotion of tolerance, understanding, and acceptance	use technologies to gather historical and contemporary evidence in order to question and interpret, using all of the above