

# Introduction

## *Echoes and Reflections: Connection to National Standards*

### *National Standards for Social Studies (Grades 5-12)*

THEMATIC STANDARD	LESSONS MEETING STANDARD
<b>I. Culture</b> Understand complex cultural concepts such as adaptation and explore how culture and cultural systems function	Lessons 2, 3, 4, 5, 6, 8, 9, 10
<b>II. Time, Continuity, and Change</b> Engage in sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future	Lessons 1–10
<b>III. People, Places, and Environments</b> Apply geographic understanding across a broad range of fields, including fine arts, sciences, and humanities, and expand knowledge of diverse cultures, both historical and contemporary	Lessons 2, 3, 4, 5, 6, 9, 10
<b>IV. Individual Development and Identity</b> Examine contemporary patterns of human behavior and the way that personal identity and human behaviors are shaped by one’s culture, by groups, and by institutional influences	Lessons 2–10
<b>V. Individuals, Groups, and Institutions</b> Study interactions among individuals, groups, and institutions, and examine the ways people and groups organize themselves around common needs, beliefs, and interests	Lessons 1–10
<b>VI. Power, Authority, and Governance</b> Study systems that were developed to allocate and employ power and authority in the governing process	Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10
<b>VII. Production, Distribution, and Consumption</b> Analyze economic issues and apply economic knowledge to societal conditions	Lessons 3, 9
<b>IX. Global Connections</b> Encourages systematic thinking and analysis about personal, national, and global decisions, interactions, and consequences	Lessons 3, 5, 7, 8, 9, 10
<b>X. Civic Ideals and Practices</b> Recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good	Lessons 1, 2, 3, 7, 8, 9, 10

Source: *Expectations of Excellence: The Curriculum Standards for Social Studies*, Silver Spring, MD: National Council on the Social Studies, 1994.

NOTE: Information outlining Holocaust education and specific states’ social studies standards, prepared by David Nienkamp, is available at the Council of State Social Studies Specialists Web site: <http://cssss.org/holocaust>.

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### *National Standards for English/Language Arts*

STANDARD	LESSONS MEETING STANDARD
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	Lessons 1–10
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	Lessons 4, 5, 6, 7, 8, 10
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	Lessons 1–10
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Lessons 1–10
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	Lessons 2, 3, 4, 5, 6, 8, 9, 10
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	Lessons 1, 2, 4, 5, 6, 8, 9, 10
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	Lessons 2, 3, 4, 5, 6, 7, 9, 10
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	Lessons 1–10

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STANDARD	LESSONS MEETING STANDARD
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	Lessons 1–10
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	Lessons 2, 4, 5, 8
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	Lessons 1–10

Source: *Standards for the English Language Arts*, Urbana, IL: National Council of Teachers and International Reading Association, 1986.

### *National Standards for Viewing and Media Literacy*

GRADES 9–12 VIEWING STANDARDS	LESSONS MEETING STANDARD
1. Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view)	Lessons 1–10
4. Understands that the rules and expectations about genres can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries)	Lessons 1, 2, 9
5. Uses strategies to analyze stereotypes in visual media (e.g., recognizes stereotypes that serve the interests of some groups in society at the expense of others; identifies techniques used in visual media that perpetuate stereotypes)	Lessons 2, 3
6. Understands the connection between context and values projected by visual media (e.g., the implication in television science programs that science is progressive and helps solve problems; influence of changing societal values on media products; political context, such as conflicts between loyalty and betrayal in “High Noon”, made in America during the McCarthy period; cultural values suggested by omissions from	Lessons 2, 4, 7, 9

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<b>GRADES 9–12 VIEWING STANDARDS</b>	<b>LESSONS MEETING STANDARD</b>
visual media, such as soap operas featuring only well-off people)	
7. Understands how images and sound convey messages in visual media (e.g., special effects, camera angles, symbols, color, line, shape, headlines, photographs, reaction shots, sequencing of images, sound effects, music, dialogue, narrative, lighting)	Lessons 1, 2, 4, 5, 8, 9, 10
8. Understands effects of style and language choice in visual media (e.g., use of long-shots to signify both real and metaphoric isolation; rapid editing in a television commercial; juxtaposition of text and color in a billboard; words in headlines intended to attract attention)	Lesson 2
9. Understands how literary forms can be represented in visual narratives (e.g., allegory, parable, analogy, satire, narrative style, characterization, irony)	Lessons 1, 2, 4, 5, 6, 7, 9
10. Understands a variety of techniques used in advertising (e.g., portrayals of happy families and exotic places; celebrity endorsement; use of humor; emphasis on value and reliability; sex appeal; science and statistics; appeal to fears and insecurities)	Lesson 2
12. Understands the effects of visual media on audiences with different backgrounds (e.g., age, nationality, gender, class, belief system)	Lessons 2, 3, 6, 8, 9
<b>GRADES 9–12 MEDIA STANDARDS</b>	<b>LESSONS MEETING STANDARD</b>
1. Understands that media messages have economic, political, social, and aesthetic purposes (e.g., to make money, to gain power or authority over others, to present ideas about how people should think or behave, to experiment with different kinds of symbolic forms or ideas)	Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10
3. Understands aspects of the construction of media messages and products (e.g., the significance of all parts of a visual text, such as how a title might tie in with main characters or themes)	Lessons 2, 3
4. Understands production elements that contribute to the effectiveness of a specific medium (e.g., the way black-and-white footage implies documented truth; the way set design suggests aspects of a character’s socio-cultural context;	Lesson 1

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<b>GRADES 9–12 MEDIA STANDARDS</b>	<b>LESSONS MEETING STANDARD</b>
effectiveness of packaging for similar products and their appeal to purchasers)	
7. Understands different aspects of advertising in media (e.g., advertising intertwined with media content, such as advertising copy presented in the form of news stories or the close association of feature articles with surrounding advertisements; the influence of advertising on virtually every aspect of the media, such as the structure of newspapers; advertisers as a pressure group; sponsorship as a form of advertising; ambience in media that is sympathetic to advertising, such as lifestyles portrayed on television)	Lesson 2
10. Understands the influence of media on society as a whole (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media)	Lessons 1, 2, 3, 4, 7, 8, 9, 10
12. Understands the role of the media in addressing social and cultural issues (e.g., creating or promoting causes: UN military action, election of political parties; use of media to achieve governmental, societal, and cultural goals)	Lessons 1, 2, 3, 4, 7, 8, 9, 10

*Source: Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, Aurora, CO: Mid-continent Research for Education and Learning, 1999.*