

The Holocaust Syllabus

Course Title: The Holocaust

Department: Social Studies

Primary Course Materials:

1. **War and Genocide** by Doris Bergen
2. **Facing History and Ourselves: The Holocaust and Human Behavior**

Course Description: The goal of this course is to explore and analyze the complex factors contributing to the Holocaust, interpret the events of 1933-1945, and evaluate the impact of the genocide on post-war Europe and generations to come. We will look at the Holocaust both chronologically and thematically. We will incorporate many elements of psychology, sociology, ethics, cultural anthropology, and economics. This course also integrates the Facing History and Ourselves curriculum:

“Since 1976, Facing History has been engaging students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development and lessons of the Holocaust and other examples of genocide, students make the essential connection between history and the choices they confront in their own lives.” (www.facinghistory.org)

Essential Questions:

1. How is our identity formed?
2. How do our attitudes and beliefs influence our thinking? How does thinking affect our actions?
3. How can we keep our individuality and still be part of a group?
4. What was the relationship between economic and social change in Germany during the 1920's?
5. What was the relationship between social and political change in Germany from 1933-1939?
6. How does the relationship between the individual and society affect people's choices in extreme circumstances?
7. What is the difference between crimes against humanity and killings sanctioned by war?
8. Are individuals responsible for their crimes if they have obeyed the laws of their nation?
9. How does one determine punishment for acts committed during war time? Is everyone equally guilty? Do some individuals bear more responsibility than others? Can an entire nation be guilty?
10. Was Hitler's rise to power inevitable?
11. Who was more responsible for the Holocaust – the perpetrators or the bystanders?
12. What lessons learned from the Holocaust could be applied to other genocides in history or present day?

Course Objectives:

1. Students will be able to understand the historical significance of the Holocaust.
2. Students will be able to analyze the economic, psychological, and ethical factors in the Holocaust
3. Students will be able to evaluate the factors in Holocaust participation
4. Students will be able to explain the role of prejudice and discrimination in the perpetration of the Holocaust
5. Students will be able to evaluate the long-term consequences of the Holocaust

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one’s future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Concepts and Skills, Grades 8-12, from the Massachusetts History and Social Science Curriculum Framework

<i>Students should be able to:</i>		
<input type="checkbox"/>		HISTORY AND GEOGRAPHY
<input checked="" type="checkbox"/>	1	Apply the skills of pre-kindergarten through grade seven.
<input type="checkbox"/>	2	Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s</i>). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
<input checked="" type="checkbox"/>	3	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
<input checked="" type="checkbox"/>	4	Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
<input checked="" type="checkbox"/>	5	Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
<input checked="" type="checkbox"/>	6	Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
<input checked="" type="checkbox"/>	7	Show connections, causal and otherwise, between particular historical

		events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
<input checked="" type="checkbox"/>	8	Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
<input checked="" type="checkbox"/>	9	Distinguish intended from unintended consequences. (H, E, C)
<input checked="" type="checkbox"/>	10	Distinguish historical fact from opinion. (H, E, C)
<input type="checkbox"/>	11	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)
<input type="checkbox"/>		CIVICS AND GOVERNMENT
<input type="checkbox"/>	12	Define and use correctly the following words and terms: <i>Magna Carta</i> , <i>parliament</i> , <i>habeas corpus</i> , <i>monarchy</i> , and <i>absolutism</i> . (C)
<input type="checkbox"/>		GENERAL ECONOMICS SKILLS
<input type="checkbox"/>	13	Define and use correctly <i>mercantilism</i> , <i>feudalism</i> , <i>economic growth</i> , and <i>entrepreneur</i> . (E)
<input type="checkbox"/>	14	Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
<input type="checkbox"/>	15	Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
<input type="checkbox"/>	16	Define and use correctly <i>gross domestic product</i> , <i>economic growth</i> , <i>recession</i> , <i>depression</i> , <i>unemployment</i> , <i>inflation</i> , and <i>deflation</i> . (E)
<input type="checkbox"/>	17	Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
<input type="checkbox"/>	18	Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
<input type="checkbox"/>	19	Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
<input type="checkbox"/>	20	Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
<input type="checkbox"/>	21	Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
<input type="checkbox"/>	22	Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
<input type="checkbox"/>	23	Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
<input type="checkbox"/>	24	Differentiate between fiscal and monetary policy. (E)
<input type="checkbox"/>		U.S. ECONOMICS SKILLS
<input type="checkbox"/>	25	Explain the basic economic functions of the government in the economy of the United States. (E)
<input type="checkbox"/>	26	Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
<input type="checkbox"/>	27	Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)

<input type="checkbox"/>	28	Analyze how federal tax and spending policies affect the national budget and the national debt. (E)
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World History Frameworks:

WHII.18 Summarize the major events and consequences of World War I. (H, E)

WHII.20 Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E)

WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. (H)

WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s. (H)

WHII.24 Summarize the key battles and events of World War II. (H)

WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)

WHII.28 Explain the consequences of World War II. (H, E)

WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)

Additional Learning Skills Beyond the Curriculum Framework

Instructional practices support the achievement of 21st C. Learning Expectations by:

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Holocaust Timeline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Preconditions Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Hitler Biography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Leadership and Will Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Holocaust Biography Proj.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Revolution to Routine Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Blankets for the Dead Activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Open Aggression Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Genocide Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Experiments in Brutality Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Rwanda Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Expansion and Systemization Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
Camps Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Peak Years of Killing Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
<u>Night</u> Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All	WHII.26 WHII.21	1-5
Death Throes Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All	WHII.26 WHII.21	1-5
	<input type="checkbox"/>	<input type="checkbox"/>			