

**Randolph Township Schools  
Randolph High School**

## **Holocaust and Genocide Studies**

I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.

— Elie Wiesel, *Nobel Acceptance Speech 1986*

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August 2018**

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September 4, 2018**

**Randolph Township Schools**  
**Department of Humanities**  
Holocaust and Genocide Studies

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Humanities**  
Holocaust and Genocide Studies

**Introduction**

The seminar in Holocaust and Genocide Studies will allow students to use the lessons of history to reflect on the fragility of civilization. It will also allow students to become more reflective in their interactions with their fellow human beings and their responses to governmental policy and power. Students will begin the course by studying the roots of human nature and the dynamics of ethical decision-making. The Holocaust will be introduced with a study of the foundation of anti-Semitism in Europe. This will be followed by a study of the philosophy, literature, art, music, mores, history, and economic circumstances that conditioned the German populace for a mass reception of National Socialism and the embracing of Nazi ideology. The program will then explore the consequences of “prejudice in action.” Students will evaluate the actions of the perpetrators, victims, bystanders, rescuers, resisters, liberators, and survivors of the Holocaust through a culminating trip to the United States Holocaust Memorial Museum in Washington, D.C. The course will conclude with students investigating the nature of genocide and mass killings that have occurred in the years following 1945.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
 Holocaust and Genocide Studies

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>3 weeks</b>	<b>I</b>	Genocide in Historical Context
<b>4 weeks</b>	<b>II</b>	Global Antisemitism, 1900-1933 and the Rise of Totalitarian Regimes, 1900 -1939
<b>4 weeks</b>	<b>III</b>	Nazi Seizure of Power, 1933-1939
<b>4 weeks</b>	<b>IV</b>	The War in the East, 1939-1941 and The War in the West, 1940-1945
<b>4 weeks</b>	<b>V</b>	The Final Solution, 1941-1945
<b>4 weeks</b>	<b>VI</b>	Rescuers and Righteous Among the Nations, Jewish Resistance, 1939-1945
<b>4 weeks</b>	<b>VII</b>	Evaluating the Conduct of the United States, 1933-1952
<b>5 weeks</b>	<b>VIII</b>	The Aftermath of the Holocaust and Preventing the Crime of Genocide

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT I: Genocide in Historical Context**

<b>TRANSFER:</b> Analyze the recurrence of discriminatory behavior to understand that genocide is a possible consequence of this type of behavior.		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.</p> <p>6.2.12.A.6.a: Evaluate the role of international cooperation and multinational</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	Genocide is pervasive in human history; prejudice and bigotry may lead to genocide.	<ul style="list-style-type: none"> <li>• What is genocide, and what are the factors that lead to genocide?</li> </ul>
	The UN definition of genocide as defined in the Convention of the Prevention and Punishment of the Crime of Genocide (1948) is different in intent than the UN definition of Human Rights as defined in the Universal Declaration of Human Rights.	<ul style="list-style-type: none"> <li>• How does the United Nations define genocide?</li> </ul>
	“Contested cases” are a better way to understand the legal definition adopted by the UN, as well as those developed by historians and sociologists.	<ul style="list-style-type: none"> <li>• How does the legal definition of genocide differ from the sociological or historical perspective of genocide?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p><b>Students will know:</b></p> <p>The role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>The effectiveness of the US government’s efforts to provide humanitarian assistance during international</p>	<p><b>Students will be able to:</b></p> <p>Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p>	

<p>organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.c: Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.b: Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>RH 11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH 11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH 11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>WHST.11 - 12.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>	<p>natural disasters and times of crises.</p> <p>UN policies and goals, the International Declaration of Human Rights, and the UN Millennium Development Goals were intended to promote human rights and prevent the violation of human rights with actions taken by the US.</p> <p><b>KEY TERMS:</b>  Imperialism, propaganda, genocide, proletariat, armistice, mandates, gulag, fascism, totalitarianism, imperialism, ideology, colonialism, protectorate, feudal system, dynasty, isolationism, extraterritoriality, westernization, reforms, direct rule, indirect rule, spheres of influence, Social Darwinism</p>	<p>Debate the roles and responsibility of the international community in ending genocide.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Writing and speaking about a current event related to genocide.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups, explaining and deconstructing responses to a genocide during the twentieth century.
- Students will compare and contrast secondary sources on the political and social structures of failing states.
- Students will analyze the influence and the effectiveness of humanitarian aid.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
 Holocaust and Genocide Studies  
**Unit I: Genocide in Historical Context**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>3 Weeks</b>	<ul style="list-style-type: none"> <li>• Defining genocide</li> <li>• Responding to prejudice</li> <li>• Theoretical debates</li> </ul>	<p>Power, Samantha. <i>A Problem from Hell: America and the Age of Genocide</i>. Basic Books, NY, 2002.</p> <p>Jones, Adam. <i>Genocide: A Comprehensive Introduction</i>. Edition 2. Routledge, NY, 2010.</p> <p><a href="http://www.UN.org">www.UN.org</a></p> <p>Lemkin, Rachel. "The Evolution of the Genocide Convention." NY Public Library.</p> <p><a href="http://www.facinghistory.org">www.facinghistory.org</a></p> <p><a href="http://www.ushmm.org">www.ushmm.org</a></p>

## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Holocaust and Genocide Studies

#### UNIT II: Global Antisemitism, 1900-1933 and the Rise of Totalitarian Regimes, 1900 -1939

<p><b>TRANSFER:</b> Analyze the historical background of Nazi racial and biological antisemitism, with particular regard to the social, economic, and political conditions in Germany in the aftermath of the 1914-18 War.</p>		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.2.12.A.4.d: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.D.3.d: Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WHST.11-12.2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>Examples of prejudice, scapegoating, bigotry, discrimination, and genocide influence contemporary observers.</p>	<ul style="list-style-type: none"> <li>• How are historical acts of antisemitism linked to contemporary stereotypes and biases toward Jewish people?</li> </ul>
	<p>The political, economic, social, and cultural issues that confronted the Weimar Republic were considerable from the very beginning of its existence.</p>	<ul style="list-style-type: none"> <li>• How do societies negotiate international conflicts?</li> </ul>
	<p>Significant social and political changes that affected German society in the period 1900-1933 greatly affected Europe and the world.</p>	<ul style="list-style-type: none"> <li>• How do international crises lead to conflict?</li> </ul>
	<p>Power comes with responsibility and war changes society and culture.</p>	<ul style="list-style-type: none"> <li>• How did the Great Depression affect Europe and Germany in particular?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p><b>Students will know:</b></p> <p>The meaning of the National Socialist swastika and other symbols of hate.</p> <p>The roots and history of modern antisemitism in Europe and the United States.</p>	<p><b>Students will be able to:</b></p> <p>Explain how religion contributed to the intensification of antisemitism in Germany.</p> <p>Describe in discussion and writing various expressions of antisemitism from 1900 to 1933.</p>	

<p>unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Communities challenged anti-Semitic stereotypes and prejudice in various countries.</p> <p>Germany's contributions to the outbreak of World War I and her political and military positions in November 1918.</p> <p>The provisions of the Treaty of Versailles.</p> <p>The main functions of the Weimar Constitution and the reasons for the failure of the Weimar Republic.</p> <p>The principal influences which transformed continental Europe between 1918 and 1939, with emphasis on the challenge posed to parliamentary democracy by Fascism, National Socialism, Communism, and traditional authoritarianism.</p> <p>The economic impact of the war on Eastern Europe, the social upheaval of border warfare, and the effects of the Russian Civil War.</p> <p>The different political events and experiences of Eastern Europe between 1917 and 1940.</p> <p>The characteristics of fascism and the rise of communism.</p>	<p>Explain the condition of the German-Jew in the late 19th Century through writing and speaking.</p> <p>Analyze the symbolic and narrative structures of political events from 1900 to 1933.</p> <p>Discuss ways historical interpretations of events are related to the broader conflicts and tensions of Weimar culture.</p> <p>Compare and evaluate different historical explanations for the collapse of Weimar's democracy in 1933.</p> <p>Evaluate the factors that led to the Nazi party's success and the implications for liberal democracy.</p> <p>Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.</p> <p>Analyze how Central and Eastern European nations responded to the end of WWI; analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of their policies in the inter-war years.</p> <p>Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p>
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	<p>The policy of appeasement.</p> <p><b>KEY TERMS:</b></p> <p>Alliance, imperialism, assassination, propaganda, genocide, proletariat, armistice, mandates, gulag, fascism, totalitarianism, imperialism, ideology, colonialism, protectorate, feudal system, dynasty, isolationism, extraterritoriality, westernization, reforms, direct rule, indirect rule, spheres of influence, Social Darwinism</p>	<p>Compare different perspectives looking at how the United States responded to aggressive policies and actions taken by other nations at this time; assess the response of the United States and other nations to the violation of human rights that occurred.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Writing and speaking about a current event related to genocide.
- Students will debate the following in small groups: How can political systems change the way different groups are perceived/treated?
- Students will debate the following in small and large class groups: How do international crises lead to conflict?

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups, explaining and deconstructing responses to a genocide during the twentieth century.
- Students will compare and contrast secondary sources on the political and social structures of failing states.
- Students will analyze the influence and the effectiveness of humanitarian aid.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT II: Global Antisemitism 1900-1933 and the Rise of Totalitarian Regimes, 1900 -1939**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<ul style="list-style-type: none"> <li>• Religion and identity</li> <li>• Flexible hatred: anti-Semitism in Europe 1919-1933, USA 1900-1933</li> <li>• Responding to prejudice</li> <li>• Weltpolitik and the Crisis of 1914</li> <li>• The Great War, 1914-1918</li> <li>• The Treaty of Versailles and it's consequences</li> <li>• Weimar Years 1919-1933</li> <li>• Eastern Europe 1917-1940: Soviet Russia, Poland</li> <li>• Hungary, Romania, Lithuania</li> <li>• League of Nations</li> <li>• Fascism and communism</li> <li>• Appeasement</li> </ul>	<p>Meyer Weinberg, <i>Because They Were Jews: A History of Anti-Semitism</i></p> <p>Bernard Lewis, <i>Semites and Anti-Semites: An Inquiry into Conflict and Prejudice</i></p> <p>Edward H. Flannery, <i>The Anguish of the Jews: Twenty-Three Centuries of Anti-Semitism</i></p> <p>William I. Brustein, <i>Roots of Hate: Anti-Semitism in Europe before the Holocaust</i></p> <p>D.S. Strong, <i>Organized Anti-Semitism in America: The Rise of Group Prejudice during the Decade 1930-40</i></p> <p>Fulbrook, Mary. <i>The Divided Nation: A History of Germany 1918-1990.</i></p> <p>Evans, Richard. <i>The Coming of the Third Reich.</i></p> <p>Kershaw, Ian, ed. <i>Weimar: Why Did German Democracy Fail?</i></p> <p>Laqueur, W. <i>Weimar: A Cultural History, 1918-33.</i></p>

		<p>Mommsen, Hans. <i>From Weimar to Auschwitz</i>.</p> <p>Hobsbawn, Eric. <i>Age of Extremes</i>.</p> <p>Ian Kershaw. <i>The Nazi Dictatorship</i>. 3rd ed.</p> <p>McDonough, Frank. <i>Neville Chamberlain, Appeasement and The British Road to War</i>.</p>
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## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Holocaust and Genocide Studies

### UNIT III: Nazi Seizure of Power 1900 -1939

<p><b>TRANSFER:</b> Analyze Nazi propaganda and evaluate the policy of "coordination," by which political parties, state governments, and cultural and professional organizations were brought in line with Nazi goals.</p>		
<p><b>STANDARDS / GOALS:</b></p> <p>6.2.12.B.4.a: Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.A.4.d: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.A.4.c: Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.a: Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12.D.4.a: Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.i: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>The Nazis attempted to ‘brainwash’ Germans into believing anti-Semitic propaganda.</p>	<ul style="list-style-type: none"> <li>How does anti-Semitic propaganda influence the decisions people made?</li> </ul>
	<p>The development of systematic Nazi law led to the erosion of Jewish rights and the dehumanization and mass murder that became known as the Holocaust.</p>	<ul style="list-style-type: none"> <li>How did state-sponsored antisemitism change the prevailing attitudes of Germans toward Jews?</li> </ul>
	<p>The Nazis codified into law racism and anti-Semitism.</p>	<ul style="list-style-type: none"> <li>How did the Nazis legislate antisemitism?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p><b>Students will know:</b></p> <p>Nazi policies in the years immediately following their takeover consolidated their rise to power.</p> <p>Governmental policies regarding law and practice contributed to the Holocaust.</p> <p>There are identifiable stages to the Holocaust that increased in systematic nature as events of the 1930s and</p>	<p><b>Students will be able to:</b></p> <p>Discuss the Nuremberg Laws and the process of making antisemitism a legal state policy.</p> <p>Examine the climate of the Weimar Republic and subsequent Nazi regime to understand how Germans came to regard Jews as the source of their misfortunes.</p> <p>Through writing and discussion, analyze and describe aggression and cruelty as part of human</p>	

<p>long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.b: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>SL.11-12.1: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p>	<p>1940s progressed.</p> <p>Individuals made choices to participate or not to participate in ethnic, religious, and/or racial violence during Nazi rule.</p> <p>Various personalities contributed to the power of the Nazi regime and mandated policies consistent with Nazi philosophy.</p> <p><b>KEY TERMS:</b></p> <p>Fascism, totalitarianism, ideology, Social Darwinism. Treaty of Versailles, League of Nations, Balfour Declaration, Nazi Party, Nuremberg Laws, Kristallnacht, Axis Powers, nonaggression pact, blitzkrieg, Allies, concentration camps</p>	<p>nature while examining positive/negative behaviors associated with obedience, conformity and silence; discuss the importance of propaganda to Nazi policy.</p> <p>Determine why Nazi philosophy and government appealed to certain audiences.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Writing and speaking about a current event related to genocide.
- Students will engage in Socratic Seminar about the following topics: anti-Semitic propaganda, Nuremberg Laws, and Weimar Republic
- Students will write reflectively about the Socratic Seminar experience.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups, explaining and deconstructing responses to a genocide during the twentieth century.
- Students will compare and contrast secondary sources on the political and social structures of failing states.

- Students will analyze the influence and the effectiveness of humanitarian aid.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
 Holocaust and Genocide Studies  
**UNIT III: Nazi Seizure of Power 1900 -1939**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<ul style="list-style-type: none"> <li>• Life under Nazi persecution – Germany 1933-39               <ul style="list-style-type: none"> <li>○ Early stages of Nazi persecution</li> <li>○ Dictatorship in the Third Reich</li> <li>○ The first concentration camps</li> <li>○ Kristallnacht</li> </ul> </li> <li>• Nazi ideology               <ul style="list-style-type: none"> <li>○ The quest for racial purity</li> <li>○ The basic principles of national socialism</li> </ul> </li> <li>• Law               <ul style="list-style-type: none"> <li>○ Transition from democracy to dictatorship</li> <li>○ Anti-Semitic legislation</li> </ul> </li> <li>• Life under Nazi persecution in Austria and Czechoslovakia 1938-1939</li> </ul>	<p>Alan Bullock, <i>Hitler: A Study in Tyranny</i> New York, 1999.</p> <p>William L. Shirer, <i>The Rise and Fall of the Third Reich: A History of Nazi Germany</i> Simon &amp; Schuster, NY, 1990.</p> <p>Gerald Reitlinger, <i>The SS, Alibi of a Nation, 1922-1945</i> Da Capo Press, New York; 1989.</p> <p>William L. Shirer, <i>The Rise and Fall of the Third Reich</i> Simon &amp; Schuster, NY. 1960.</p> <p>Hilberg, Raul. <i>Perpetrators, Victims, Bystanders. The Jewish Catastrophe 1933-1945.</i> New York: HarperCollins, 1992.</p> <p>Friedlander, Saul. <i>Nazi Germany and the Jews: The Years of Persecution, 1933-1939</i>, vol. 1. NY: HarperCollins, 1997.</p> <p>Friedlander, Henry. <i>The Origins of Nazi Genocide: From Euthanasia to the Final Solution.</i> Chapel Hill: University of North Carolina Press, 1995.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT IV: The War in the East 1939-1941 and The War in the West 1940-1945**

**TRANSFER:** Using historical examples as reference, analyze and resolve conflicts in an interconnected world society, taking care of one another’s human rights in order to maintain peace and human dignity.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	The urge to expand eastwards has been a part of German history for centuries; there were long term social and cultural changes within Eastern Europe following the War in the East.	<ul style="list-style-type: none"> <li>• How did ideology and geography affect the fighting and destruction in the East in World War II?</li> </ul>
6.2.12.B.4.b: Determine how geography impacted military strategies and major turning points during World War II.	Fascism is a philosophy of government that is marked by stringent social and economic control; a strong, centralized government usually headed by a dictator; and a policy of nationalism.	<ul style="list-style-type: none"> <li>• What is fascism?</li> </ul>
6.2.12.B.4.d: Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.	Nazism created its own mythology about the East in which the German people presented the highest virtues of mankind and formed a race of supermen.	<ul style="list-style-type: none"> <li>• How did World War II change the balance of power in Eastern Europe?</li> </ul>
6.2.12.C.4.b: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).	<b>KNOWLEDGE</b>	<b>SKILLS</b>
6.2.12.C.4.c: Assess the short and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	<p><b>Students will know:</b></p> <p>The purpose of ghettos.</p>	<p><b>Students will be able to:</b></p> <p>Determine how geography impacted military strategies and major turning points during World War II.</p>

<p>Wars.</p> <p>6.2.12.D.4.d: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.D.4.i: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.A.5.d: Analyze the causes and consequences of mass killings.</p>	<p>The actions of key individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide.</p> <p>Acts of heroism and spiritual resistance within the death and concentration camps.</p> <p>The long-term consequences of genocide for all involved.</p> <p>The main causes of World War II were nationalistic tensions, unresolved issues, and resentments resulting from World War I and the interwar period in Europe.</p> <p>The culmination of events that led to the outbreak of war are generally understood to be the 1939 invasion of Poland by Germany and Soviet Russia and the 1937 invasion of China by Japan.</p> <p>Military aggressions in Western Europe were the result of decisions made by the authoritarian ruling Nazi elite in Germany.</p> <p>World War II started after aggressive actions were met with an official declaration of war and /or armed resistance.</p> <p><b>KEY TERMS:</b></p> <p>Blitzkrieg, Allies, aggression, spiritual resistance, lebensraum, dehumanization, population transfer, censorship, occupation, partisan, refugee, propaganda, Resistance, Aktion Reinhard Camps, extermination,</p>	<p>Compare World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, destruction of property).</p> <p>Assess varied responses to incidents of ethnic cleansing and genocide.</p> <p>Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of World War II.</p> <p>Explain the causes, events, and effects of the Holocaust in Western Europe; recognize the effects of apathy and indifference and explore legal responses to issues raised by the Holocaust.</p> <p>Analyze the Nazi restriction of individual rights and the use of mass terror against populations in Western Europe’s occupied territories.</p> <p>After active listening and reading, analyze the doctrine of expansionism.</p>
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	annihilation	
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Writing and speaking about a current event related to genocide.
- Students will engage in Socratic Seminar or small group discussion about the following topic: Compare World Wars I and II.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups explaining and deconstructing responses to Nazi aggression.
- Students will compare and contrast secondary sources relating to resistance to Nazi power.
- Students will analyze the reasons individuals chose to collaborate with the Nazis.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
 Holocaust and Genocide Studies  
**UNIT IV: The War in the East 1939-1941 and The War in the West 1940-1945**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<p><b>4 Weeks</b></p>	<ul style="list-style-type: none"> <li>• The War in the East 1939-1941</li> <li>• Territorial struggle in the East: Polish and Soviet civilians and Soviet POWs</li> <li>• Enemies of the regime: Polish and Soviet civilians, and Soviet POWs</li> <li>• Ghettoisation</li> <li>• Mobile killing squads (einsatzgruppen)</li> <li>• The War in the East 1940-1945</li> <li>• Complicity and collaboration</li> <li>• France</li> <li>• Benelux countries</li> <li>• Denmark, Norway</li> <li>• Switzerland, Sweden, Spain</li> </ul>	<p>Bellamy, Chris <i>Absolute War: Soviet Russia in the Second World War</i>, 2007.</p> <p>Beevor, Antony, and Artemis Cooper. <i>Stalingrad: The Fateful Siege: 1942–1943</i>. NY: Penguin Books Ltd., 1998.</p> <p>Beevor, Antony. <i>Berlin: The Downfall 1945</i>, Penguin Books, 2002.</p> <p>Erickson, John, and David Dilks. <i>Barbarossa, the Axis and the Allies</i>. Edinburgh: Edinburgh University Press, 1995.</p> <p>Lubbeck, William and David B. Hurt. <i>At Leningrad's Gates: The Story of a Soldier with Army Group North</i>, Philadelphia: Casemate, 2006.</p> <p>Berthon, Simon, and Joanna Potts. <i>Warlords: An Extraordinary Re-Creation of World War II Through the Eyes and Minds of Hitler, Churchill, Roosevelt, and Stalin</i>. Da Capo Press, 2006.</p> <p>Bess, Michael. <i>Choices Under Fire: Moral Dimensions of World War II</i>. New York: A.A. Knopf, 2006.</p>

		<p>Chickering, Roger, Stig Förster, and Bernd Greiner. <i>A World at Total War: Global Conflict and the Politics of Destruction, 1937-1945</i>. German Historical Institute, 2005.</p> <p>Plowright, John. <i>The Causes, Course, and Outcomes of World War Two</i>. Palgrave Macmillan, 2007.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT V: The Final Solution, 1941-1945**

<p><b>TRANSFER:</b> Analyze the concept of active citizenship, looking at why some individuals exhibited ethical behavior while others chose to be silent bystanders or actively collaborate with the enemy and participate in atrocities.</p>		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.B.11.a: Explain the role that geography played in the development of military strategies and weaponry in World War II.</p> <p>6.1.12.C.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>Extermination plans evolved in stages, as a result of initiatives from bureaucrats who were responding to other policy failures; anti-Semitic propaganda influenced the decisions made.</p>	<ul style="list-style-type: none"> <li>• What was the Final Solution to the Jewish Question?</li> <li>• What part did “ordinary men” and “ordinary Germans” play in the extermination campaign?</li> </ul>
	<p>The Holocaust developed its own language of euphemism. The governmental plan for the Final Solution built upon earlier Nazi legislation against the Jews.</p>	<ul style="list-style-type: none"> <li>• How did state sponsored antisemitism change the prevailing attitudes of Europeans toward Jews during the war?</li> </ul>
	<p>The Holocaust evolved a logic that required the murder of groups deemed undesirable by the Nazis.</p>	<ul style="list-style-type: none"> <li>• How did Holocaust perpetrators justify their actions?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p><b>Students will know:</b></p> <p>The purpose of the Wannsee Conference in 1942.</p> <p>The Wannsee Conference was for leaders of departments responsible for various policies relating to The Final</p>	<p><b>Students will be able to:</b></p> <p>Discuss the significance of the Wannsee Conference.</p> <p>Identify and describe the steps toward the Final Solution.</p>	

<p>6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>SL.11-12.1.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Solution; here they were informed of their responsibilities.</p> <p>The idea of a civic death of the Jews under Nazi rule resulted in the delegitimization of the Jews and paved the way to extermination.</p> <p>There are identifiable stages to the Holocaust that increased in systematic nature as events of the 1930s and 1940s progressed.</p> <p><b>KEY TERMS:</b></p> <p>Wannsee Conference, Final Solution, Mobile Killing Squads (Einsatzgruppen), Ghetto system, spiritual resistance, collaboration, lebensraum, dehumanization, population transfer, Aktion Reinhard Camps, extermination, annihilation</p>	<p>Analyze and describe aggression and cruelty as part of human nature while examining positive/negative behaviors associated with obedience, conformity and silence.</p> <p>Compare the actions of individuals as perpetrators, collaborators, bystanders, and rescuers during events of genocide and describe the long-term consequences of genocide for all involved.</p> <p>Discuss and examine the escalation of Nazi policies of persecution against Jews, gypsies, and other groups.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Writing and speaking about a current event related to genocide.
- Writing and speaking about a current event related to acts of ‘delegitimization’.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups explaining and deconstructing policies of persecution against Jews, gypsies, and other groups.
- Students will compare and contrast secondary sources relating to responses by victims to persecution.

- Students will analyze the reasons for aggression against others and the dehumanization of targeted groups.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
 Holocaust and Genocide Studies  
**UNIT V: The Final Solution, 1941-1945**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<ul style="list-style-type: none"> <li>• Wannsee Conference</li> <li>• Legal justification and responsible institutions</li> <li>• Principal perpetrators</li> <li>• The methodology and implementation of the Final Solution</li> <li>• Definition and identification of victims</li> <li>• Nazi racial ideology and the destruction of European Jewry</li> <li>• Jewish women during the Holocaust</li> <li>• Jewish children during the Holocaust</li> <li>• Ghetto system</li> <li>• Expansion of the concentration camp system</li> <li>• Killing centers</li> <li>• Death marches</li> </ul>	<p>Mark Roseman, <i>The Wannsee Conference and the Final Solution</i> (NY: Metropolitan Books, 2002).</p> <p>M. Roseman, <i>The Villa, the Lake, the Meeting: Wannsee and the Final Solution</i> (2000).</p> <p>Berenbaum, Michael, ed. <i>Witness to the Holocaust</i>. NY: 1997.</p> <p>Hilberg, Raul. <i>The Destruction of the European Jews</i>. 3 vols. New York: Holmes &amp; Meier, 1985.</p> <p>Yahil, Leni. <i>The Holocaust: The Fate of European Jewry</i>. Oxford University Press, 1991.</p> <p>Goldhagen, Daniel J., <i>Hitler's Willing Executioners: Ordinary Germans and the Holocaust</i>, 1997.</p> <p>Lipstadt, Deborah. <i>Denying the Holocaust: The Growing Assault on Truth and Memory</i>, 1994.</p> <p>Arad, Yitzhak. <i>Belzec, Sobibor, Treblinka: The Operation Reinhard Death Camps</i>. Indiana U Press: 1999.</p> <p>Arad, Yitzhak, et. al. <i>Documents on the Holocaust: Selected Sources on the Destruction of the Jews of Germany and Austria, Poland and the Soviet</i></p>

		<p><i>Union. Uof Nebraska Press: Lincoln and Yad Vashem: Jerusalem, 1999.</i></p> <p><i>Bauer, Yehuda. A History of the Holocaust. NY, 1982.</i></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT VI: Rescuers and Righteous Among the Nations, Jewish Resistance, 1939-1945**

**TRANSFER:** Using history as an example, understand that circumstances can complicate our ethics, complicate our identity, and influence the choices we make.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
6.1.12.A.11.c: Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	Rescuers are those who, at great personal risk, actively helped members of persecuted groups, primarily Jews, during the Holocaust in defiance of Third Reich policy.	<ul style="list-style-type: none"> <li>• Why did so few people choose to become rescuers while most people did not?</li> </ul>
6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	Though Jews faced repeated obstructions to their efforts to emigrate from Nazi-occupied countries, steps were taken by some nations to rescue Jews.	<ul style="list-style-type: none"> <li>• What challenges and risks affected humanitarian efforts?</li> </ul>
6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	The inaction and complicity of the world community reduced the extent to which the Jews could resist the Holocaust.	<ul style="list-style-type: none"> <li>• What makes a person indifferent to hate?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented</p>	<p><b>Students will know:</b></p> <p>The actions of Andre Tromme, a protestant pastor in France, were instrumental in aiding French Jews in Vichy France; the churches in Denmark and France were helpful in saving Jews.</p>	<p><b>Students will be able to:</b></p> <p>Identify and evaluate the motives and methodology of the “Righteous Gentiles.”</p> <p>Define, identify, and profile specific examples of resistors and rescuers in the Holocaust.</p>

<p>in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>German-occupied Denmark was the site of the most famous and complete rescue operation in Axis-controlled Europe.</p> <p><i>Zegota</i>, the Polish organization to aid the Jews, provided safe havens, money, and false identity papers.</p> <p>Superior armed power, the concept of collective responsibility, and isolation made it very difficult for Jews and other groups to resistance Nazi policies.</p> <p>Local populations themselves were living under harsh conditions of occupation; they were subject to food rationing and many forms of German terror.</p> <p>Between 1941 and 1943, underground resistance movements developed in approximately 100 ghettos in Nazi-occupied eastern Europe.</p> <p>The Warsaw ghetto uprising in the spring of 1943 was the largest single revolt by Jews.</p> <p>Resistance activities were utilized by Jewish prisoners of the camps to alleviate suffering and to survive Nazi torture.</p>	<p>Analyze the efforts made by the Danish people to resist Nazi rule and save thousands of Jews.</p> <p>Explain how the actions of <i>Zegota</i> were able to motivate others to rescue Jews in Eastern Europe; assess the various forms of spiritual resistance led by many of the Jewish partisan and other resistance groups, including preserving Jewish culture by studying their history, documenting the Holocaust, and the continuation of Jewish cultural activities such as marriages.</p> <p>Analyze the efforts made by the Jews in ghettos to resist Nazi rule.</p> <p>Detail various responses to dealing with a threat from an authority.</p> <p>Assess examples of Jews resisting domination by the Nazis and their collaborator nations.</p> <p>Assess historian Raoul Hilberg’s statement: In camps, reactions to a threat took five forms: armed resistance, alleviation, evasion, paralysis, and compliance.</p> <p>Analyze forms of resistance, both passive and active, and assess spiritual resistance attempts by individuals to maintain their humanity and personal integrity in the face of Nazi attempts to dehumanize and degrade them.</p>
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	<p><b>KEY TERMS:</b></p> <p>Armed Resistance, Alleviation, Evasion, Paralysis, Compliance, Zegota, Righteous Gentiles, collective responsibility, sabotage, forms of resistance, uprising, Bielski Otriad, partisan, Judenrat, Oyneg Shabes Archive, War Refugee Board</p>	
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<p><b>ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:</b></p> <ul style="list-style-type: none"> <li>• Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.</li> <li>• Writing and speaking about a current event related to genocide.</li> <li>• Writing and speaking about a current event related to immigration policies.</li> <li>• Interview a family or community member about a current event related to immigration policies and any connections they perceive to the Holocaust and/or genocide.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read and analyze texts in groups explaining and deconstructing the relationship between identity, circumstances, and the choices we make.</li> <li>• Students will compare and contrast secondary sources relating to responses by victims to persecution.</li> <li>• Students will analyze and discuss the importance between resistance and dignity in times of injustice.</li> </ul>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT VI: Rescuers and Righteous Among the Nations, Jewish Resistance, 1939-1945**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<ul style="list-style-type: none"> <li>• Western Europe</li> <li>• France, The low countries, Italy, Scandanavia</li> <li>• Central Europe</li> <li>• Germany, Austria, Czechoslovakia, The Balkans, Hungary</li> <li>• Eastern Europe</li> <li>• Eastern Galicia, Lithuania, Romania, Bulgaria, Poland, Western Galicia, Ukraine, Belarus</li> <li>• Remembering the righteous – the Jewish Foundation for the Righteous</li> <li>• Jewish resistance 1939-1941; 1941-1945</li> <li>• Types of resistance</li> <li>• Obstacles to resistance</li> <li>• Resistance in the ghettos</li> <li>• Resistance in the camps</li> </ul>	<p>www.ushmm.org</p> <p>Gilbert, Martin. <i>The Righteous: The Unsung Heroes of the Holocaust</i>. Toronto: Key Porter, 2003.</p> <p>Gutman, Israel, editor. <i>The Encyclopedia of the Righteous Among the Nations: Rescuers of Jews during the Holocaust</i>. Jerusalem: Yad Vashem, 2003.</p> <p>Hallie, Philip P. <i>Lest Innocent Blood be Shed: The Story of the Village of Le Chambon, and How Goodness Happened There</i>. New York: Harper &amp; Row, 1979.</p> <p>Levine, Ellen <i>Darkness over Denmark: The Danish Resistance and the Rescue of the Jews</i>. NY: Holiday House, 2000.</p> <p>Tec, Nechama. <i>When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-occupied Poland</i>. OUP, 1986.</p> <p>Anger, Per. <i>With Raoul Wallenberg in Budapest</i>. NY, 1981.</p> <p>Atkinson, Linda. <i>In Kindling Flame: The Story of Hannah Senesh, 1921-1944</i>. NY: Lothrop, Lee &amp; Shepard, 1985.</p> <p>Bauer, Yehuda. <i>Flight and Rescue: Brichah, The Organized</i></p>

		<p><i>Escape of the Jewish Survivors of Eastern Europe, 1944-1948.</i> NYRandom House, 1970.</p> <p>Keneally, Thomas. <i>Schindler's List.</i> New York: Penguin, 1983.</p> <p>Lipstadt, Deborah E. <i>Beyond Belief: The American Press and the Coming of the Holocaust 1933-1945.</i> (Macmillan), 1986.</p> <p>Meed, Vladka. <i>On Both Sides of the Wall.</i> Schocken, 1979.</p>
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## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Holocaust and Genocide Studies

#### UNIT VII: Evaluating the Conduct of the United States, 1933-1952

<p><b>TRANSFER:</b> Analyze and explain the range of choices available to individuals, groups, and national officials during the Holocaust and explore the possible motivations and reasons for decision making in times of crisis.</p>		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>SL.11-12.1.b: Work with peers to promote civil, democratic discussions and decision making.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <p>The inaction of the world community, especially the United States, reduced the extent to which the Jews could resist the Holocaust.</p> <p>US State Department policies made it very difficult for refugees to obtain entry visas.</p> <p>Both international conferences and media factions did little either to expose the United States of the horrors in Nazi occupied Europe or to aid the refugee crisis in Europe.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• To what extent does the international community have a responsibility for the actions of hate?</li> <li>• What role does the U.S. government have in aiding foreign nations during a time of crisis?</li> <li>• What is the role of media in exposing the truth to the public?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Despite the ongoing persecution of Jews in Germany, the State Department's attitude was influenced by the economic hardships of the Depression; this intensified grassroots anti-Semitism, isolationism, and xenophobia.</p> <p>United States officials justified inaction with the argument that military victory over Germany offered the best prospects of halting the killing.</p>	<p><b>Students will be able to:</b></p> <p>Analyze the actions of the U.S. State Department in their role of negating immigration to the U.S.</p> <p>Evaluate the decisions by U.S. government to pursue military victory.</p> <p>Analyze the decisions made by Franklin</p>

<p>SL.11-12.1.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>When the United States government did receive irrefutable evidence that the reports of genocide were true, U.S. government officials suppressed the information.</p> <p>U.S. reconnaissance photos of the Birkenau camp in 1943 showed the lines of victims moving into the gas chambers; the War Department insisted that the information be kept classified.</p> <p>The failure of the Bermuda Conference, the passing of the Wagner Rogers Bill, and the War Refugee Board demonstrated the United States' policies of inaction.</p> <p>The Displaced Persons Act in 1948 granted approximately 400,000 visas to immigrants above and beyond the existing quota system.</p> <p><b>KEY TERMS:</b></p> <p>America First, War Refugee Board, Raoul Wallenberg, quota system, open immigration, restrictive immigration quotas, Immigration Act of 1924, eugenics, Father Charles E. Coughlin, William Dudley Pelley's Silver Shirts, Rabbi Stephen S. Wise, Bermuda Conference 1943, Secretary of the Treasury Henry Morgenthau, Jr, Executive Order 9417, Emergency Committee to Save the Jewish People of Europe</p>	<p>Roosevelt.</p> <p>Compare the actions of Franklin D. Roosevelt and Harry Truman in regard to the immigration crises during and post-World War II.</p> <p>Analyze why the American press did not always publicize reports of Nazi atrocities in full or with prominent placement, shortening stories, leaving out detailed information on the ethnicities of the victims as well as placing the stories deep in the newspaper away from the headlines.</p> <p>Evaluate why, despite Franklin Roosevelt's sympathies to the Jews in Europe, xenophobic sentiments in Congress and among the American public influenced his actions.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide; discussing the analysis with the class.

- Writing an opinion piece answering the following question: At what point does a nation have a right or even a duty to intervene in the affairs of other nations?
- Writing about a current event related to idealism, public service, and public policy.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups, explaining and deconstructing the relationship between identity, circumstances, and the choices we make.
- Students will compare and contrast secondary sources describing and analyzing American responses to the refugee crisis of the 1930s.
- Students will analyze current and historical issues and events that shape a nation's response to those outside its borders.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
 Holocaust and Genocide Studies  
**UNIT VII: Evaluating the Conduct of the United States, 1933-1952**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
4 Weeks	<ul style="list-style-type: none"> <li>• The United States and the Holocaust</li> <li>• United States policies toward refugees 1933-1952</li> <li>• Franklin Delano Roosevelt</li> <li>• War Refugee Board</li> </ul>	<p>Breitman, Richard, and Alan Kraut, <i>American Refugee Policy and European Jewry, 1933-1945</i>. Bloomington: Indiana University Press, 1987.</p> <p>Breitman, Richard, <i>Official Secrets: What the Nazis Planned, What the British and Americans Knew</i>. New York: Hill and Wang, 1998.</p> <p>Feingold, Henry L., <i>Bearing Witness: How America and Its Jews Responded to the Holocaust</i>. Syracuse, NY: Syracuse University Press, 1995.</p> <p>Gurock, Jeffrey S., ed. <i>America, American Jews, and the Holocaust</i>. New York: Routledge, 1998.</p> <p>Hamerow, Theodor. <i>While We Watched: Europe, America, and the Holocaust</i>. New York: Norton, 2008.</p> <p>Lipstadt, Deborah E., <i>Beyond Belief: The American Press and the Coming of the Holocaust, 1933-1945</i>. New York: Free Press, 1986.</p> <p>Neufeld, Michael J., and Michael Berenbaum, editors. <i>The Bombing of Auschwitz: Should the Allies Have Attempted It?</i> New York: St. Martin's Press, 2000.</p>

		Feingold, Henry L. <i>The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938-1945</i> . Rutgers University Press, 1970.
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## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Holocaust and Genocide Studies

#### UNIT VIII: The Aftermath of the Holocaust and Preventing the Crime of Genocide

<p><b>TRANSFER:</b> Analyze the choices people made during the Nazi Era to teach us about the power and impact of modern choices.</p>		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>SL.11-12.1.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1.c: Propel conversations by</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>Issues of memory and denial; mechanisms of justice and redress, including the evolving international law of genocide; and strategies of prevention and intervention are essential to analyze in order to understand all facets of genocide.</p>	<ul style="list-style-type: none"> <li>• Why does holocaust denial exist?</li> <li>• What are the building blocks toward moral responsibility?</li> </ul>
	<p>The legacy of the Holocaust has profoundly impacted international law and action since 1948; each nation has a responsibility for ensuring basic human rights.</p>	<ul style="list-style-type: none"> <li>• What is the essence of human responsibility?</li> </ul>
	<p>The social-scientific contributions to genocide studies include contributions from psychology, sociology, anthropology, and gender studies with emphasis placed on political science and international relations.</p>	<ul style="list-style-type: none"> <li>• What do psychological experiments suggest about human nature, obedience to authority, authoritarian behavior, and prejudice?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Holocaust deniers have a false understanding of history and try to portray that to others through means of websites, speeches, and written materials.</p> <p>The differences between the Holocaust and modern genocides.</p>	<p><b>Students will be able to:</b></p> <p>Analyze and evaluate why holocaust denial exists.</p> <p>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them</p>

<p>posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>The roles and responsibility of the international community in ending genocide, and the effectiveness of international safeguards designed to prevent genocide.</p> <p>The activities of the International Criminal Court and its effectiveness in prosecuting genocide cases.</p> <p>There are multiple perspectives regarding the following topic of debate: Should individuals be held responsible for their crimes if those crimes were sanctioned by the state?</p> <p>The significant differences between crimes against humanity and genocide, which determine indictments given by international tribunals.</p> <p><b>KEY TERMS:</b></p> <p>War crimes, Crimes against humanity, war of aggression, Command responsibility, Nuremberg Trials, International Criminal Court, International Court of Justice, Rome Statutes, jurisdiction, admissibility, victor’s justice, ex post</p>	<p>with other information.</p> <p>Using principles of sociology and anthropology, determine if genocide is fundamentally an ancient phenomenon, or if it has distinctively modern features.</p> <p>Identify ways in which genocide can be perpetrated under the guise of war.</p> <p>Analyze the successes of international tribunals and the International Criminal Court as they have attempted to seek redress and punishment for perpetrators from the Yugoslavian, Rwandan and Sudanese genocides.</p> <p>Analyze the challenges and complexities of humanitarian intervention; debate whether the interventions are mounted for purely humanitarian reason or may be motivated by self-interest.</p> <p>Analyze the accuracy of survivor testimony as it relates to history and memory.</p> <p>Complete a project that compares the difference between genocide and crimes against humanity.</p>
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	facto law, Benjamin Ferencz, Neo-Nazi, Deborah E. Lipstadt, reparations	
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**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Writing an analysis of maps, charts, political cartoons, and other historical documents to evaluate the global impact of acts of genocide.
- Creating a genocide memorial; determining what the purpose of a memorial is and what impact it can have on history and humanity.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read and analyze texts in groups to understand that through memorials, communities and individuals seek to shape future generations' understanding of history.
- Students will compare secondary sources to determine the role history plays in a healthy democracy.
- Students will evaluate how necessary it is to acknowledge past injustices in order for democracy to be possible in the present.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

Holocaust and Genocide Studies

**UNIT VIII: The Aftermath of the Holocaust and Preventing the Crime of Genocide**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<ul style="list-style-type: none"> <li>• International Criminal Court</li> <li>• Zimbardo and Milgrim experiments</li> </ul>	<p>Power, Samantha. <i>A Problem from Hell: America and the Age of Genocide</i>. Basic Books, NY, 2002.</p> <p>Jones, Adam. <i>Genocide: A Comprehensive Introduction</i>. Edition 2. Routledge, NY, 2010.</p> <p>Zimbardo, Philip. <i>The Lucifer Effect: Understanding How Good People Turn Evil</i>. Random House, NY, 2008.</p> <p>Browning, Christopher. <i>Ordinary Men</i>. Harper Perennial Classics, NY, 2017.</p> <p>Milgrim, Stanley. <i>Obedience to Authority: An Experimental View</i>. Harper Perennial Classics, NY, 2009.</p> <p>Leonard Newman, <i>Understanding Genocide: The Social Psychology of the Holocaust</i>. Harper Perennial Classics, NY, 2009.</p> <p>Schabas, William. <i>Genocide in International Law</i>. Edition 2. Cambridge University Press, London, 2009.</p> <p><a href="http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm">http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm</a></p> <p><a href="http://ehl.redcross.org/curriculum/introduction/index.php">http://ehl.redcross.org/curriculum/introduction/index.php</a></p>

		<p><a href="http://www.facinghistory.org">www.facinghistory.org</a></p> <p><a href="http://www.icc-cpi.int/Menus/ICC">http://www.icc-cpi.int/Menus/ICC</a></p> <p><a href="http://www.un.org">www.un.org</a></p> <p><a href="http://www.facinghistory.org">www.facinghistory.org</a></p> <p><a href="http://www.ushmm.org">www.ushmm.org</a></p>
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