



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

Course Profile: Facing History and Ourselves

<u>Department</u>	Social Studies		
<u>Course Name</u>	Facing History		
<u>Course Length</u>	½ Year (North High / Full Year (South High)		
<u>High School Credits</u>	½ Credit (North High) 1 Credit 12th Grade Social Studies (South High)		
<u>Description</u>	<i>The Facing History</i> program uses unique methodology to lead students through an examination of the history of the Holocaust and other genocides while fostering their skills in ethical reasoning, critical thinking, empathy, and civic engagement. By focusing on the choices of individuals who experienced this history—through primary sources, eyewitness testimonies, personal reflections, poetry, and images—students are given a lens to thoughtfully examine the universal themes and questions about human behavior inherent in a study of the Holocaust and other genocides. Students are also prompted to draw connections between history and the world today.		
<u>Target/eligible students</u>	10th-12th Grade Students (North High) 12th Grade Students (South High)		
<u>State Learning Standards Link(s)</u>	Aimed at developing responsible, informed, and engaged student citizens, the NCSS College, Career, and Civic Life (C3) Framework for Social Studies State Standards was purposefully designed to provide guidance to states and local school districts as they work to: 1. enhance the rigor of the social studies disciplines 2. build critical thinking, problem solving, and participatory skills in the classroom 3. align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.		
<u>Primary texts and materials</u>	The Holocaust & Human Behavior (A Facing History publication)		
<u>Scope/Sequence</u>	*Standards/ Themes	Key Ideas, Term, and Concepts	
<u>Unit 1: The Individual and Society</u>	In this unit, students will explore how the United States is home to hundreds of different groups, each with its own culture and traditions. By focusing on the links between particular individuals and society, this unit will reveal a number of universal principles which will be explored through considering these questions: • How is our identity formed? To what extent are we defined by our talents, interests? By our membership in particular ethnic groups? By the nation in which we live? • Are we limited by the groups to which we belong? What opportunities do individuals have in our society to expand	• Introduction • The Bear that Wasn't • The Danger of a Single Story • Names and Identities • Finding Your Identity • In the Eyes of the Beholder • Gender and Identify • Defining Race • The Social Reality of Race • The Consequences of Stereotyping • Words Matter • Religion & Identity • Fear • The "In" Group • Finding Confidence • One Identity, Multiple Belongings	p.2

	their horizons? How does one make the most of those opportunities? • How do our attitudes and beliefs influence our thinking? How does our thinking affect our actions?		
Unit 2: We & They	In this unit, students will consider the ways a nation's identity is defined. It indicates who holds power in the nation. This unit will also explore the power of classifications and labels. Students will examine the following questions: • How can we keep our individuality and still be part of a group? • How does the tendency to see <i>us</i> unique but <i>them</i> as members of groups affect our behavior as well as our attitudes?	• Introduction • What We Do with a Difference • Universe of Obligation • Understanding Strangers • Encounters in the Americas • We and They in Colonial America • The Science of Race • Religion, Loyalty and Belonging • Creating the German Nation • Anti-Judaism before the Enlightenment • From Religious Prejudice to antisemitism • Imperialism, Conquest and Mass Murder	p. 56
Units 3 & 4: World War: Choices & Consequences; The Weimar Republic	<i>Case Studies:</i> In this unit students will examine three nations- the United States, Germany and France- and how they decided who belonged in the nineteenth century and who did not. • What choices did Germany make to rebuild democracy after the humiliation and defeat of World War I? What values, myths and fears threatened those efforts? • How did the theories of Einstein and Freud reshape thinking and values? • How can a democracy maintain order without destroying freedom?	• Introduction • 1914: War or Peace • Turning Us Against Them • Between War & Peace • The Brutal Realities of WW1 • Building Support at Home • The Western Front at the Cinema • Hatred on the Home Front • Genocide Under the Cover of War • Negotiating Peace • Self-Determination • The League of Nations • People Without Papers • The November Revolution • Creating a Constitutional Government • In Search of Meaning • Law & Disorder • The Beginning of the Nazi Party • The First Nazi Uprising • When Money Had No Value • Who is to Blame for the Inflation? • The Myth of a Jewish Conspiracy • Voices in the Dark • Anti-Semitism and Jewish Identity • From Unrest to Peace and Prosperity • Women in the Weimar Republic • Youth & Belonging in the Weimar Republic • Hard Times Return • Hitler's Rise to Power	p.100
<u>Unit 5:</u> <u>Conformity & Consent</u>	In this unit students will examine how Germany became a totalitarian state and why the German people allowed it to happen. Students will examine how the Nazis took advantage of the yearning to belong. It describes, in Fritz Stern's words, how they used the "twin instruments of	• Introduction • The Common Interest Before Self Interest • Political Prisoners • The Nuremberg Laws • The Impact of Propaganda • Art & Politics	p.209

	propaganda and terror” to coerce and cajole a people into giving up their freedom. Students will focus on the psychological concepts of conformity and obedience to understand the events of this time.	• Propaganda at the Movies • Joining the Hitler Youth • Models of Obedience • Rejecting Nazism	
<u>Unit 6: Escalating Violence</u>	This unit will examine how the Universe of Obligation discussed in Unit 2 - a circle of persons “toward who obligations are owed, to whom rules apply and whose injuries call for [amends] by the community. Each, however, defines that universe just a little differently. This unit focuses on the way individuals and nations defined their “universes of obligation” in the 1930s and the consequences of those definitions. In examining the steps that Hitler took between 1936 and 1940, students will reflect on these questions: Why didn’t the German people stop Hitler when he threatened minorities at home? When he turned on neighboring countries? Why didn’t world leaders take a stand?	• Introduction • Rearming German • The “New Germany” on the Olympic Stage • Taking Austria • A Refugee Crisis • Beyond Any Nation’s Universe of Obligation • The Night of the Pogrom • Opportunism and Kristallnacht • World Responses to Kristallnacht • The Voyages of the St. Louis	p.252
<u>Chapter 8: The Holocaust/Bystanders and Rescuers</u>	In this unit, students will focus on the deliberate murder of one-third of all Jews in the world. Nazis singled out children, women and men for their destruction solely because of their ancestry. Students will use journals to reflect on what they have read, viewed and discussed in this unit.	• Introduction • Targeting the Sinti and the Roma • Bystanders at the Hartheim Castle • Protesting Medical Killings • The War Against Poland • “Cultural Missionaries” • The War on Jews in Poland • The Jewish Ghettos • The United States Enters WW2 • Europe in Germany’s Grasp • Mobile Killing Units • The Wannsee Conference • The “special trains” • Auschwitz • Choiceless Choices • Surviving in Hiding • The Warsaw Ghetto Uprising • Deciding to Act • Le Chambon: A Village Takes a Stand • Diplomats and the Choice to Rescue • What Did the World Know? • The Death Marches • The end of War	p.307
<u>Chapter 9: Judgment</u>	In this unit, students will focus on questions related to personal responsibility not only for the Holocaust but for the war itself and the way that the war was fought. They will focus on answering the following questions: • Should those who participated in the atrocities committed during the war be punished? If so, who ought to be held accountable? • Should those individuals be tried before a court of law? What is the purpose of a	• Nuremberg Trials • The dropping of atomic bombs on Hiroshima and Nagasaki • The United Nations	p. 418

	trial? Is it to punish evil-doing? Or is it to set a precedent for the future? • Who should be tried? Are individuals responsible for their crimes if they have obeyed the laws of the nation? Or are they higher laws? If so, what are those laws? • How does one determine punishment? Is everyone equally guilty? Or do some bear more responsibility than others? Can an entire nation be guilty? •		
<u>Unit 10:</u> <u>Historical Legacies</u>	In this unit, students will be asked to examine the power of memory and how it shapes the present. By examining the Holocaust, and the painful histories of Armenians and African Americans. Students will discuss the way history is taught and memorialized.	• Legacy and Memory_ Building Memorials • The Holocaust as a Call to Conscience • Choosing to Participate	p. 470