

Hamburg Area School District

Name of Course: Holocaust Studies
Department: Social Studies

Grade Level: 10-12
Instructional Time: 43 min
Length of Course: Full Year
Period Per Cycle: 6
Length of Period: 43 min

Texts and Resources: *The World Must Know*
Michael Berenbaum, author
Johns Hopkins University Press, copyright 2003

Assessments:
tests
quizzes
projects
homework
graded assignments

Hamburg Area School District
Course Plan
Social Studies

Course Name: Holocaust Studies
Unit: Introduction to the Holocaust

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is the Holocaust & why are we studying it?	Define the terms “Holocaust” and Genocide. List the reasons why we study the Holocaust. Identify their personal reasons for taking the course	8.4.12.A 8.4.12.C 8.4.12.D
What is “Anti-Semitism”?	Define stereotype, prejudice, and anti-Semitism. Examine the relationship between personal identity and group membership. Recognize the impact of group membership within the context of the Holocaust. Identify the five types of anti-Semitism that exist. Analyze the roots of modern-day anti-Semitism.	8.4.12.A 8.4.12.C 8.4.12.D
What is “Propaganda” & how did Germany use it?	Identify what propaganda is. Recognize how propaganda works. Analyze propaganda from Nazi Germany. Interpret modern-day propaganda. Compare Nazi propaganda to modern propaganda.	8.1.12.A 8.4.12.A
How did Jewish culture and population function and interact in pre-war Europe?	Explain pre-war Jewish population distribution. Identify components of Jewish life prior to the Nazi seizure of power in both West/Central and Eastern Europe, including assimilation and shtetls. Discuss the culture that was lost when the Holocaust occurred. Appreciate connections between pre-war Jewish families and their own family history.	7.1.12.B 7.3.12.A 8.4.12.A 8.4.12.C 8.4.12.D
Pre-War Jewish Life Photo Project	Investigate pre-war Jewish life, including experiences outside of the shtetl. Analyze period photographs. Compare period photographs/experiences to their own family photographs/experiences.	8.1.12.B 8.1.12.C 8.1.12.D

Hamburg Area School District
Course Plan
Social Studies

Course Name: Holocaust Studies

Unit: Weimar Germany and Pre-War Nazi Germany

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Who was Adolf Hitler?	Discuss existing misconceptions about Hitler. Analyze Hitler's early life. Identify Hitler's role within the context of Nazi Germany and the Holocaust.	8.4.12.A 8.4.12.C 8.4.12.D
How was the Nazi party able to seize power in Weimar Germany?	Describe the Weimar Republic, with particular emphasis on culture, economic issues, and basic government structure. List the events that led to Hitler's rise to power. Analyze the role of the Weimar Republic in Hitler's entry into legitimate government Identify the impact of the Nazi party on German culture.	8.4.12.A 8.4.12.C 8.4.12.D
What were the early Anti-Jewish measures (pre- <i>Kristallnacht</i>) instituted by Hitler's government?	Identify the major pieces of anti-Jewish legislation that were enacted between 1933 and November 1938. Appraise key anti-Jewish actions that took place between 1933 and November 1938. Appreciate the impact of anti-Jewish legislation and actions on the daily life of Jewish families in German territory.	8.1.12.A 8.1.12.B 8.1.12.C 8.4.12.A 8.4.12.C 8.4.12.D
What was <i>Kristallnacht</i> ?	Define <i>Kristallnacht</i> . Analyze primary source documents and survivor testimony regarding <i>Kristallnacht</i> . Discuss the reactions to <i>Kristallnacht</i> by non-Jewish citizens and the world at large. Appraise the impact <i>Kristallnacht</i> had on Jewish Germans.	8.1.12.A 8.4.12.D 8.1.12.B 8.1.12.C 8.1.12.D 8.4.12.A 8.4.12.C
First Person Podcast Project	Analyze first-person accounts of <i>Kristallnacht</i> victims. Compare the experiences of <i>Kristallnacht</i> victims. Arrange <i>Kristallnacht</i> experiences into the following categories: Personal attacks (person and property); Attacks on commercial property; and Attacks on Religious property.	8.1.12.B 8.4.12.D 8.1.12.C 8.4.12.A 8.4.12.B 8.4.12.C

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Course Name: Holocaust Studies

Unit: Refugee Crisis

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What were the German policies for Jewish families that wished to leave Germany?	<p>Explain the policies Nazi Germany developed to exploit Jewish families that wished to leave Germany to escape persecution.</p> <p>Analyze the socio-economic impact these policies had on Jewish population.</p> <p>Examine the benefits these policies had for Nazi Germany.</p>	<p>7.1.12.B</p> <p>7.3.12.A</p> <p>8.1.12.A</p> <p>8.1.12.B</p> <p>8.4.12.A</p> <p>8.4.12.C</p> <p>8.4.12.D</p>
How was the Refugee Crisis exacerbated by emigration policies of possible destinations for Jewish refugees?	<p>Recognize the impact that the world-wide depression had on immigration policies.</p> <p>Demonstrate how the Nazi emigration policies made the immigration policies of possible destinations even harder to satisfy.</p> <p>Analyze the political climate in the United States during the Holocaust.</p> <p>Identify the struggles faced by prospective immigrants from Germany and German-occupied territory.</p> <p>Compare the U. S. response to the Holocaust to its response to other genocides since 1945.</p>	<p>6.1.12.D</p> <p>7.1.12.B</p> <p>7.3.12.A</p> <p>8.1.12.A</p> <p>8.4.12.A</p> <p>8.4.12.C</p> <p>8.4.12.D</p>

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Course Name: Holocaust Studies

Unit: Early Concentration Camps and the Ghettos

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did Nazi Germany organize and conduct the early concentration camps and genocide programs?	Define concentration camp, forced labor camp, death camp, T-4 program, and <i>Einsatzgruppen</i> . Organize events associated with the above terms on a timeline. Analyze the evolution of Nazi policy in regards to those considered undesirable, with particular emphasis on the Jewish people and the handicapped. Organize all camp inmates according to category of inmate and reasons for incarceration.	8.1.12.A 8.4.12.A 8.4.12.C 8.4.12.D
How did the T-4 program contribute to the “Final Solution”?	Identify the original intent of the T-4 program. Analyze how the T-4 program was accepted by (or hidden from) the German population. Compare the T-4 program to later methods and scale of murder by the Nazi government.	8.4.12.A 8.4.12.C 8.4.12.D
What purpose did the <i>Einsatzgruppen</i> serve, and how did it operate?	Identify the original intent of the <i>Einsatzgruppen</i> . Classify the types of individuals that made up the <i>Einsatzgruppen</i> . Analyze the methods used by - and the impact their actions had on - the <i>Einsatzgruppen</i> . Appraise the results and effectiveness of the <i>Einsatzgruppen</i> .	8.4.12.A 8.4.12.C 8.4.12.D
What purpose did the Ghettos serve and how were they organized/administered?	Define Ghetto. Identify the role of the ghetto within the Nazi anti-Jewish policy. Identify the location of major ghettos throughout Nazi-occupied Europe. Analyze acts of resistance within the ghettos.	8.4.12.A 8.4.12.C 8.4.12.D

Individual Ghetto Powerpoint Project	Locate one of the major ghettos used by the Nazi government to incarcerate Jewish people. Describe the general characteristics of the ghetto. Analyze daily life in the ghetto. Identify any acts of resistance.	8.1.12.A 8.4.12.D 8.1.12.B 8.1.12.D 8.4.12.A 8.4.12.C
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Unit: Deportation and Camp Life

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How did Nazi officials move the Jewish population from private residences and ghettos to concentration camps?	Explain the role of the railway system in the deportation process. Describe the methods used to identify and detain Jewish people for deportation. Analyze a map of camp locations and major rail lines. Discuss the role of railway workers in the Holocaust.	7.1.12.B 8.1.12.B 8.4.12.A 8.4.12.C 8.4.12.D
What were the different types of concentration camps.	Identify the different types of camps. Analyze the basic functions/purpose of the different camps. Locate major camps on a map of Europe. Analyze survivor testimony and primary source material regarding experiences within the camps.	8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D
How were the “Death Camps” different from the other camps, and how did they operate?	List the six death camps of the Holocaust. Recognize the differences of each of the six death camps. Identify the selection and organization of workers in the death camps.	7.1.12.B 8.1.12.B 8.4.12.A 8.4.12.C 8.4.12.D
What forms of resistance were practiced by Jewish prisoners?	Recognize the various forms of resistance that took place during the Holocaust (spiritual, artistic, educational, and active). Identify the barriers to resistance that existed during the Holocaust. Analyze the impact of passive resistance on the morale of victims during the Holocaust.	8.4.12.A 8.4.12.C 8.4.12.D
Virtual fieldtrip of Auschwitz.	Describe the buildings and ruins that remain at Aushwitz. Interpret the use of the buildings. Analyze the operations at the camp as they relate to both labor and murder.	7.1.12.B 8.1.12.A 8.4.12.B 8.4.12.D

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Course Name: Holocaust Studies

Unit: Children of the Holocaust

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How were Jewish children dealt with during the Holocaust?	Identify Nazi government policy regarding Jewish children. Analyze personal narratives and primary documents to appreciate the life of Jewish children in the ghettos and camps. Identify individuals who tried to protect Jewish children in the ghettos and camps.	8.1.12.B 8.4.12.A 8.4.12.B
How did Jewish children avoid life in the ghettos and camps?	Describe the programs that were created to protect and rescue Jewish children Identify the individuals that designed and ran these programs, along with the governments that assisted in their efforts.	7.1.12.B 8.1.12.C 8.4.12.A 8.4.12.D

**Hamburg Area School District
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Course Name: Holocaust Studies

Unit: Rescue and Liberation

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What operations were attempted to rescue Jewish people from German territory and German conquered Europe?	Explain the role of rescuers during the Holocaust. Identify major rescuers during the Holocaust. Analyze the actions of rescuers in contrast to those of bystanders.	8.4.12.A 8.4.12.D
How were survivors eventually liberated?	Describe the process of liberation in Europe. Appraise the new challenges faced by Holocaust survivors. Identify the emigration opportunities available to survivors.	8.1.12.A 8.4.12.A 8.4.12.C 8.4.12.D

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Unit: War Crimes Trials

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What mechanism was created to mete out justice and punishment at wars' end?	Create a timeline of major war crimes trials related to the Holocaust. Analyze the proceedings at Nuremberg. Identify which Nazi officials were prosecuted and what their punishments were. Appraise how the Nuremberg War Crimes Trials influenced subsequent trials.	8.1.12.A 8.1.12.B 8.1.12.C 8.4.12.A 8.4.12.B 8.4.12.D
How did the search continue for war criminals that escaped the allies at the end of the war?	Describe the search for Adolf Eichmann. Analyze the Eichmann trial and discuss the result. Appraise how the Eichmann capture and trial influenced subsequent trials.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What are the present day issues regarding War Crimes Trials for perpetrators of the Holocaust?	Identify the war criminals still on the run for crimes committed during the Holocaust. Describe recent and current trials involving accused war criminals. Examine the difficulties associated with bringing Holocaust war criminals to justice.	8.1.12.A 8.4.12.A 8.4.12.B 8.4.12.D

Course Name: Holocaust Studies
Unit: Contemporary Issues of the Holocaust

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the different methods of Memorialization put in practice by different organization and governments?	Compare and contrast different attempts at Memorialization around the world, including, but not limited to: The USHMM Berlin The British Holocaust Museum Auschwitz Yad Vashem	7.1.12.B 7.3.12.B 8.1.12.A 8.4.12.A 8.4.12.B
What is the Holocaust’s role in society?	Discuss the current role of the Holocaust in American society. Debate the impact of the Holocaust on American foreign policy. Describe the role the Holocaust plays in education today.	8.4.12.A 8.4.12.B 8.4.12.D
Visit USHMM Holocaust Museum in Washington D. C.	Analyze the artifacts associated with the perpetration of – and suffering caused during – the Holocaust.	8.4.12.A 8.4.12.B 8.4.12.D

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Course Name: Holocaust Studies

Unit: Other World Genocides

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the major genocides (aside from the Holocaust) since 1900?	Define Genocide. Identify the major incidents of genocide in the 20 th century, including: Armenian Ukrainian Former Yugoslavian Rwandan Darfur, Sudan	7.1.12.B 8.4.12.A 8.1.12.A 8.4.12.B 8.1.12.B 8.4.12.C 8.1.12.C 8.4.12.D 8.1.12.D
What was the Armenian Genocide?	Identify the key players (individuals and groups) of this genocide, including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What was the Ukrainian Genocide?	Identify the key players (individuals and groups) of this genocide, including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What was the Nanjing (Nanking) Genocide?	Identify the key players (individuals and groups) of this genocide, including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What was the former Yugoslavian Genocide?	Identify the key players (individuals and groups) of this genocide including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D

What was the Rwandan Genocide?	Identify the key players (individuals and groups) of this genocide including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What was/is the Darfur/Sudanese Genocide?	Identify the key players (individuals and groups) of this genocide including those who had a positive response. Analyze the reason(s) this genocide took place (political, social, economic, etc.). Appraise International response to this genocide. Analyze America's role/response to this genocide.	8.1.12.B 8.4.12.A 8.4.12.B 8.4.12.D
What is the American and International response to genocide in general, and these cases in particular?	Identify American foreign policy for states involved in genocide. Identify International laws dealing with genocide Analyze the effectiveness of American foreign policy regarding genocide. Analyze the effectiveness of International laws regarding genocide. Discuss the role of the individual world citizen in preventing future genocide and combating current genocide.	8.1.12.B 8.3.12.A 8.4.12.A 8.4.12.B 8.4.12.D