



# Rhinebeck Holocaust Elective Course Curriculum 2008

Created by teachers from the Rhinebeck School District

# Rhinebeck Prioritized Curriculum

## Holocaust Elective Course

### Introduction to Holocaust

#### A half-year elective course in the Social Studies Department

Holocaust history is the study of one of the greatest violations of human rights in world history. The world allowed the extermination of millions of people to take place under the totalitarian regime of Adolph Hitler. The triangle of victim, perpetrator, and bystander is the approach to this course. The semester long course approaches all aspects of this event from the origins of Anti-Semitism to the rescue efforts of many people on behalf of the victims. The two major dictators of the time period, Hitler and Stalin, are also studied with an understanding to why the people followed. The psychology of the victims, perpetrators and bystanders is also studied. While this is an important event in human history and should be studied on its own merit, this course also demonstrates the need for vigilance on the part of citizens to keep history from repeating itself elsewhere in the world.

See *appendix I* for list of sources, readings, films.

**As this topic is of a sensitive nature, students in the 11<sup>th</sup> and 12<sup>th</sup> grade who register must obtain a signed parental/guardian permission form. This form includes permission to see R-rated movies.** While there are no Regents exams for these courses, the concepts and themes follow the same as for other history courses which do have state assessments:

Change  
Citizenship  
Civic Values  
Constitutional Principles  
Culture and Intellectual Life

Diversity  
Economic Systems  
Environment  
Factors of Production  
Foreign Policy

Government  
Human Systems  
Immigration and Migration  
Individuals, Groups, Institutions  
Interdependence

Physical Systems  
Places and Regions  
Reform Movements  
Presidential Decisions and Actions  
Science and Technology

The use of historical documents, current events, literature, films (documentaries and fictional), and speakers make these issues come alive for the students. The use of journal writing is also part of these courses. Students maintain notebooks and have assignments based on such skills as journal writing, reading comprehension, document-based questions, summarizing key ideas, constructed-response questions, essays, and debating pros and cons of ideas.

Assessments are based on all of the above assignments. Participation in classroom discussions is also a part of the assessment process. Students are encouraged to take part in debating ideas, cogently arguing one side or another. They also are asked questions which require them to make connections to other parts of the social studies curriculum, thereupon reinforcing previously learned concepts and events.

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**Standard #1:** The major ideas, eras, themes, developments, and turning points in the history of the United States and New York State.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
History	<b>A. The Role of U.S.</b>  <b>B. N.Y. state people</b> 1. Morgenthau 2. Roosevelt 3. Wise 4. Gerda W. Klein	Change Nationalism Apathy	State Dept. Rabbi	What could the US have done when the NY Times reported on the front page about Kristallnacht?  In what ways did Rabbi Stephen Wise help NYers understand the horrific nature of the Holocaust? Did his actions have a world-wide result?	Research what newspapers were covering the events and how they were presented  Video "One Survivor Remembers"  Video about the American soldiers who liberated the concentration camps at the end of the war	"Publish" a newspaper or create a news show, showing events and highlighting peoples' reactions (man in the street)  Compare and contrast the actions of the US leaders with those of the European Countries.	Interwoven with other units in course

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**Standard #2:** The major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
History	<p><b>A. The origins of Anti-Semitism</b></p> <ol style="list-style-type: none"> <li>1. When? Differences between anti-Semitism of Classical period and the evolution of anti-Semitism under Hitler</li> <li>2. Xenophobia               <ol style="list-style-type: none"> <li>a) Religious differences</li> <li>b) Cultural differences</li> </ol> </li> <li>3. Modern Era Anti-Semitism               <ol style="list-style-type: none"> <li>a) Hitler and Stalin</li> <li>b) Origins of Racial Anti-Semitism</li> <li>c) Eugenics</li> </ol> </li> </ol> <p><b>B. The Rise of Nazism</b></p> <ol style="list-style-type: none"> <li>1. Weimar Republic</li> <li>2. Treaty of Versailles</li> <li>3. Hitler's rise to Chancellor</li> </ol> <p><b>C. The Third Reich and WWII</b></p> <ol style="list-style-type: none"> <li>1. Nuremberg Laws</li> <li>2. Ghettoization</li> <li>3. Euthanasia</li> <li>4. The War: Occupation of Territories</li> </ol> <p><b>D. The Final Solution</b></p> <ol style="list-style-type: none"> <li>1. Deportations</li> <li>2. Concentration Camps</li> <li>3. Wannsee Conference</li> <li>4. Extermination</li> </ol> <p><b>E. The End of WWII</b></p> <ol style="list-style-type: none"> <li>1. Death Marches</li> <li>2. Surrender</li> <li>3. Nuremberg Trials</li> </ol>	Change Choice Culture Diversity Empathy Identity Interdependence Imperialism Movement of People and Goods Nationalism Urbanization	Anti-Semitism Eugenics Blood libel Race Religion Culture Tolerance Intolerance Propaganda Victim Perpetrator Bystander Functionalism Intentionalism SS SA Aryan Non-Aryan Putsch Mein Kampf	<p>What are the changes that take place as time progresses from classical period to modern era in terms of what the definition of anti-Semitism is?</p> <p>Why did some people adopt anti-Semitic legislation and others not?</p> <p>How does propaganda work? (example: medieval cathedrals; German editorial cartoons)</p> <p>Why are other groups targeted by Nazis? Who are these others?</p> <p>Why did some people risk their own lives to save others? What were common elements in those who rescued?</p> <p>What was it like to live in a ghetto?</p> <p>How does the argument of functionalism vs. intentionalism explain the process of the Holocaust?</p> <p>What, if anything, could other nations have done to stop the Holocaust?</p>	<p>Film "The Longest Hatred" (parts 1 and 2 only)</p> <p>Film "Holocaust"</p> <p>Worksheets on anti-Semitic legislation</p> <p>When was the most recent example of the blood libel and where?</p> <p>What were the Nuremberg Laws?</p> <p>Worksheets on Der Stürmer and Jules Streicher and German Propaganda</p> <p>Film "Schindler's List"</p> <p>Film "Debajo del Mundo" (Under the World - true story of Jews who hid buried underground during the day, only coming out at night.)</p> <p>Excerpts from diaries of Holocaust victims from ADL Curriculum Guide to the Holocaust</p>	<p>Worksheets</p> <p>Tests</p> <p>Compare and contrast essays</p> <p>Debate on functionalism vs. intentionalism theories of Holocaust</p> <p>Make posters about various aspects of the process of the Holocaust</p> <p>Dramatic readings of some diary selections</p> <p>Creation of power point presentations</p>	<p>Whole semester</p> <p>Each topic lasting approximately two weeks</p>

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**Standard #2:** The major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.  
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Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
	<b>F. Resistance and Rescue</b> 1. Resistance (in camps; partisans) 2. Rescue a) Righteous Gentiles b) Hiders c) DP camps d) Foundation of Israel			Why was it important for the Nuremberg Trials to take place? What role did the US play?  What were the results of WWII?	Various documentaries on Holocaust and the US  Video of a classroom visit by two Schindler List survivors (The Becks, of Poughkeepsie NY)  Videos of previous guest speakers or actual guest speakers (survivors)		

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**Standard #3:** The geography of the interdependent world in which we live- local, national, and global—including the distribution of people, places and environments over the Earth's surface.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
Geography	<p><b>A. The physical/cultural setting in Europe and Russia</b></p> <ol style="list-style-type: none"> <li>1. Size and location</li> <li>2. Major zones/areas               <ol style="list-style-type: none"> <li>a) Climate zones</li> <li>b) Agricultural areas</li> <li>c) Natural resources</li> </ol> </li> <li>3. Factors that shaped the history of the Holocaust               <ol style="list-style-type: none"> <li>a) Major mountain ranges</li> <li>b) Major river systems</li> <li>c) Coastlines</li> <li>d) Climate</li> <li>e) Abundance of natural resources</li> </ol> </li> <li>4. Barriers to expansion/development               <ol style="list-style-type: none"> <li>a) Climate</li> <li>b) Mountain ranges</li> </ol> </li> </ol> <p><b>B. Role/influence of geography on historical /cultural development</b></p> <ol style="list-style-type: none"> <li>1. Influences on Germany</li> <li>2. Territorial expansion</li> <li>3. Impact during wartime</li> </ol>	Places and Regions Physical Systems Environment Systems Science Technology Human Systems Change Immigration and Migration Diversity	Germany Russia Poland  Some cities: (such as) Gdansk Kiev Lvov Brno Lodz  Locations of Major Concentration Camps	<p>What is the influence of geography on historical developments, such as acquisition and settlement of new territories, demographic patterns, foreign policy decisions, economic and social changes associated with industrialization and transportation needs?</p> <p>If the US had bombed the rail tracks in Germany, would it have stopped the transports?</p> <p>What countries helped rescue victims of the Holocaust and why?</p> <p>How did Sweden's neutrality differ from Switzerland's?</p>	Use climate and physical features maps to illustrate physical settings, regions, and features of different places in Germany and Eastern Europe  Geography map exercises  Worksheets  Vocabulary  Use maps showing the location of Concentration Camps; territory occupied by Germany at various times during WWII to demonstrate the importance of strategic location and use of railroads.	Map work  Tests	6-8 Days (spread out over the course at various times)

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**Standard #4:** How the US and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
<p>Weimar Government</p> <p>The Third Reich</p>	<p><b>A. Economic results of WWI Treaty of Versailles/ Impact on Rise of Nazi Germany</b></p> <ol style="list-style-type: none"> <li>1. Inflation/recession</li> <li>2. Banking industry</li> <li>3. Economic causes of WWII</li> </ol> <p><b>B. Belief Systems</b></p> <ol style="list-style-type: none"> <li>1. Scapegoating</li> <li>2. Anti-Semitism</li> <li>3. NSDAP (Organization of the National Socialist German Workers Party)</li> </ol> <p><b>C. Science and Technology</b></p> <ol style="list-style-type: none"> <li>1. Eugenics</li> <li>2. Euthanasia</li> <li>3. Methods of extermination</li> </ol> <p><b>D. Factors of Production and scarcity</b></p> <ol style="list-style-type: none"> <li>1. War effort</li> <li>2. Volkswagen</li> </ol>	<p>Needs and Wants</p> <p>Economic Systems</p> <p>Factors of Production</p> <p>Scarcity</p> <p>Science and Technology</p> <p>Belief Systems</p>	<p>War reparations</p> <p>Inflation</p> <p>Recession</p> <p>Depression</p> <p>Hitler Youth Corps</p> <p>Brown shirts</p> <p>Lebensraum</p> <p>Lebensborn</p> <p>Übermensch</p> <p>Volk</p> <p>Volkswagen</p>	<p>What were the terms of the Treaty of Versailles? How did they affect the economy of Germany?</p> <p>What were the organizations that arose in Nazi Germany because of the economic conditions?</p> <p>Why was scapegoating an important part of the platform of the Nazis?</p> <p>Explain the concept of Volk and what significance the Volkswagen has in the process of the Holocaust.</p>	<p>Worksheets</p> <p>Posters explaining concepts and connections</p> <p>"Gallery walk" around the various organizations of the Nazi party</p> <p>" Window Pane" reviews</p>	<p>Tests</p> <p>Journal entries as a member of a Jewish family or a Hitler Youth Corps member</p> <p>Debates on programs such as Lebensborn</p> <p>Creation of power point presentations</p> <p>Summaries of Economic considerations of the Holocaust.</p>	<p>Whole semester, spread out and integrated with other topics</p> <p>Attempt to keep in chronological order</p>

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**Standard #5:** The necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibility of citizenship, including avenues of participation

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
Government Structure in the Third Reich  Rights of the Volk  Übermensch and Aryan Supremacy  Life Unworthy of Life (those persecuted)  Laws and Discrimination	<b>A. Citizenship and non-citizenship</b> 1. Review Nuremberg Laws 2. Rights of citizens  <b>B. Totalitarianism</b> 1. Hitler 2. Stalin  <b>C. Fascism</b> 1. Stalin  <b>D. Civic Values</b> 1. Platform of the NSDAP 2. Church influence  <b>E. Human Rights</b> 1. Violations 2. Movements and Events	Justice Nation-state Citizenship Political Systems Power Government Decision-Making Civic Values Human Rights	Third Reich Chancellor Totalitarianism Dictatorship Fascism Appeasement White Rose	Did the "Policy of Appeasement" succeed in its attempt to stop further invasions by Hitler?  Goldhagen's book suggests that average people in Germany were "Willing Executioners"; do you agree or disagree? Base your comments on facts studied in the course through readings and documentaries.  Compare and contrast the government of the Third Reich with the US Government	Documentaries on the Third Reich  "Science and Swastika" film series  Posters exhibiting the government structure of the Third Reich  Study assassination attempts against Hitler.....Why did they fail?  Posters - how do democracy and totalitarianism differ?	Journal writing (can take different roles... Nazi party member, Jewish student, Czech citizen, etc.)  Tests  Power point presentations on the White Rose movement	Whole semester  Interwoven chronologically with other units



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## Appendix I: Sources, Readings, Films

### Books used in Holocaust Course:

- Bauer, Yehuda. They Chose Life: Jewish Resistance in the Holocaust. NY: American Jewish Committee, Institute of Human Relations, 1973.
- Bauer, Yehuda, and Nili Keren. A history of the Holocaust. Rev. ed. New York: F. Watts, 2001.
- Bolkosky, Sidney M. A Holocaust Curriculum: A Life Unworthy of Life: An 18-lesson Instructional Unit. Farmington Hills, Michigan: The Center for the Study of the Child, 1987.
- Browning, Christopher. Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland. NY: HarperCollins, 1992
- Bullock, Alan. Hitler, a Study in Tyranny. NY: HarperCollins, 1994.
- Dawidowicz, Lucy S. A Holocaust Reader. West Orange: Behrman. 1976.
- Dawidowicz, Lucy S. The War Against the Jews, 1933-1945. Bantam Doubleday Dell, 1991.
- Dundes, Alan. ed. The Blood Libel Legend: A Casebook in Anti-Semitic Folklore. WI: University of Wisconsin Press, 1991.
- Fackenheim, Emil. To Mend the World. IN: Indiana University Press, 1994.
- Flannery, Edward. The Anguish of the Jews: Jews: Twenty-Three Centuries of Anti-Semitism (Studies in Judaism and Christianity). NJ: Paulist Press, 1985.
- Frank, Anne. Anne Frank: Diary of a Young Girl. Amereon Ltd., 1967
- Friedman, Saul S. No Haven for the Oppressed: United States Policy Toward Jewish Refugees, 1938-1945. MI: Wayne State University Press, 1973.
- Gies, Miep. Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family. New York: Simon and Schuster, c1987.
- Gilbert, Martin. Atlas of the Holocaust. New York: William Morrow, 1993
- Gilbert, Martin. Never Again: The History of the Holocaust. New York: Universe, 2000.
- Goldhagen, Daniel: Hitler's Willing Executioners: Ordinary Germans and the Holocaust New York: Knopf, 1996
- Hallie, Philip. Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There. NY: Harperperennial Library, 1994.
- Hilberg, Raul. The Destruction of the European Jews. NY: Holmes & Meier, 1985.
- Hilberg, Raul. Perpetrators Victims Bystanders: The Jewish Catastrophe 1933-1945. NY: Harper Perennial Library, 1993.
- Holocaust Chronicle: A History in Words and Pictures. Publications International, LTD., 2000
- Jens, Inge. (Ed.) At the Heart of the White Rose: Letters and Diaries of Hans and Sophie Scholl. NY: Harper & Row, Pub., 1987
- Keneally, Thomas Schindler's List. NY: Simon & Schuster, 1994.
- Klarsfeld, Serge. The Children of Izieu: A Human Tragedy. NY: New York University Press, 1996.
- Klein, Gerda Weissmann. Promise of a New Spring: The Holocaust and Renewal. NY: Rossel Books, 1982.
- Langer, Lawrence L., Holocaust Testimonies: The Ruins of Memory. CT: Yale University Press, 1993.
- Levi, Primo. Survival in Auschwitz: The Nazi Assault on Humanity. NY: Collier Books, 1995.
- Levin, Nora. The Holocaust: The Destruction of European Jewry, 1933-1945. NY: Schocken Books, 1973
- Lifton, Robert J. The Nazi Doctors: Medical Killings and the Psychology of Genocide. NY: Basic Books, 1986.
- Lipstadt, Deborah. Denying the Holocaust: The Growing Assault on Truth and Memory. NY: Free Press, 1993.

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- Marrus, Michael R. The Holocaust in History. NH: University Press of New England, 1987
- Meed, Vladka. On Both Sides Of The Wall. NY: Holocaust Library, 1979
- Meltzer, Milton. Never to forget: the Jews of the Holocaust. New York : Harper & Row, 1976.
- Meltzer, Milton. Rescue: the story of how gentiles saved Jews in the Holocaust. New York : Harper & Row, 1988.
- Nicholls, William. Christian Anti-Semitism: A History of Hate. Northvale, NJ: Jason Aronson, 1995.
- Nyiszli, Miklos. Auschwitz: A Doctor's Eyewitness Account. NY: Arcade Pub., 1993.
- Poliakov, Leon. Harvest of Hate. NY: Schocken Books, 1979.
- Reitlinger, Gerald. The Final Solution: The Attempt to Exterminate the Jews of Europe, 1939-1945. NY: Jason Aronson, 1987.
- Shirer, William. The Rise and Fall of the Third Reich: A History of Nazi Germany. NY: Fawcett Books, 1991.
- Strom, Margot Stern. Facing History and Ourselves: Holocaust and Human Behavior. Watertown, MA. : International Educations, Inc., 1982.
- U.S. Holocaust Memorial Museum. The World Must Know : The History of the Holocaust as Told in the United States Holocaust Memorial Museum. Boston : Little, Brown, 1993.
- Wiesel, Elie. Night. New York : Bantam Books, 1982.
- Wistrich, Robert S. Anti-Semitism: The Longest Hatred. NY: New York University Press, 1990.
- Wyman, David S. The Abandonment Of The Jews. New Press, 1998.

### Websites used in Holocaust course:

- <http://academic.kellogg.cc.mi.us/k12lincolnm/resources.html#Print%20Resources>
- [http://www.adl.org/main\\_Holocaust/default.htm](http://www.adl.org/main_Holocaust/default.htm)
- [http://www.adl.org/education/curriculum\\_connections/](http://www.adl.org/education/curriculum_connections/)
- <http://www.calvin.edu/academic/cas/gpa/sturmer.htm>
- <http://www.eugenicsarchive.org/eugenics/>
- <http://fcit.coedu.usf.edu/Holocaust/>
- <http://www.jewishvirtuallibrary.org/>
- <http://www.holocaustchronicle.org/>
- <http://www.Holocaust-trc.org>
- <http://www.igc.apc.org/ddickerson/holocaust.html>
- <http://www.shoaheducation.com/pNEW.html>
- <http://www.ushmm.org/wlc/en/>
- <http://voices.iit.edu/>
- <http://www.yadvashem.org.il/>
- <http://www.yale.edu/lawweb/avalon/imt/imt.htm>

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## Holocaust Elective Course

### Holocaust Films

These are films that are used in the course. They don't get shown in entirety sometimes and not all are used each year.

### Documentaries

*America and the Holocaust* (about US policies and the Holocaust)  
*Auschwitz* (about the camp)  
*Hitler and Stalin* (comparing the two dictators)  
*Hitler in Color* (documentary about Hitler's rise)  
*Memory of the Camps* (liberators)  
*Night and Fog* (produced in 1955 in French - one of first documentaries showing camps)  
*Oskar Schindler* (documentary)  
*The Last Days* produced by Steven Spielberg (about 5 Hungarian survivors)  
*The Longest Hatred* (parts 1 and 2) (origins of Anti-Semitism)  
*Science and the Swastika* (series from Britain's Channel 4)  
*Shoah* (long documentary about the holocaust - show selected parts)  
*Survivors of the Holocaust* (Steven Spielberg) (more first hand survivor testimony)

### Based on True Stories or Partially True Stories

*Escape from Sobibor* (the story of a true resistance escape by Jews from the camp)  
*Holocaust* (mini-series from TV, tells the complete story from pre-war to end)  
*Judgement at Nuremberg* (the story of the tribunal after WWII)  
*QBVII* (British trial of an accused Nazi physician)  
*Schindler's List* (the story of the Righteous Gentile, Oskar Schindler)  
*Varian's War* (about Varian Fry, rescuer of intellectuals)  
*Wannsee Conference* (actual transcript acted out)  
*The Grey Zone* (revolt at Auschwitz)

### Additional Resources

Trunk resources from the Holocaust Museum and Tolerance Center of Nassau County, NY  
Newspaper and magazine articles of pertinent information  
*Dimensions* (a periodical of scholarly articles on the Holocaust)  
The Holocaust (a power point presentation from Social Studies School Services)  
Videos from previous years' guest speakers (many of whom no longer speak publicly)