

The Holocaust and Genocide Studies Curriculum

I. Course Description

The purpose of this course is to survey different time periods in history to trace the origins of genocide, its evolution through time, and the impact that these tragedies have had on the world today. As the most well-known case of genocide, the Holocaust will be a special focus of study. By the end of this course, students will become proficient in defining genocide, assessing how it can occur, and determining the role the world should play during these times of crisis. While historical analysis of genocide will be the main focus of the class, a portion of it will also be geared towards encouraging student activism, community outreach and awareness, as well as empathy and support for individuals and countries that have experienced genocide. In addition, the course instruction shall enable students to identify and analyze applicable theories of human nature and behavior and help students understand that genocide is a possible consequence of prejudice and discrimination. Indeed, a study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. This course will strive to create authentic learning experiences for pupils through field trips. For instance, students will be encouraged to participate in a field trip to the National Museum of the American Indian and the United States Holocaust Memorial Museum in Washington, D.C. This course will motivate the students to realize that each citizen bears a personal responsibility to fight racism and hatred wherever and whenever it happens.

II. OUTLINE OF THE COURSE

Content Area:	The Holocaust and Genocide Studies		Grade(s)	9 – 12
Unit Plan (1) Title:	Introduction to Genocide to the Age of Discovery	Time Frame	9 Weeks	
Standard(s)				
<p>Common Core Anchor Standards and Literacy in History/Social Studies</p> <p>CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.7 CCSS.ELA-Literacy.CCRA.R.8 CCSS.ELA-Literacy.CCRA.R.10 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.1 CCSS.ELA-Literacy.CCRA.L.2 CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.11-12.2 CCSS.ELA-Literacy.RH.11-12.5 CCSS.ELA-Literacy.RH.11-12.6 CCSS.ELA-Literacy.RH.11-12.8 CCSS.ELA-Literacy.RH.11-12.9</p>				
<p>NJ Core Curriculum Content Standards/Standards in Accordance with the NJ Commission on Holocaust Education</p>				

Social Studies - Civics

(6.2.2.D.2)

(6.2.12.A.5)

(6.2.8.E.13)

(6.2.12.E.15)

Comprehensive Health and Physical Education

(2.2.4.D.1)

(2.2.4.E.7)

(2.2.6.E.5)

(2.2.8.D.3)

(2.2.12.D.1)

(2.2.12.D.2)

Career Education and Consumer, Family and Life Skills

(9.2.8.D.2)

(9.2.8.D.4)

Essential Questions

1. What is an appropriate and comprehensive definition for the term genocide?
2. What other forms of genocide have taken place in the world throughout history that add complexity and density to its definition?
3. How has genocide developed, changed, and evolved throughout the course of human history?
4. How did genocide originate?
5. What were some of the causes or motivations behind committing genocide in the ancient world?
6. What social, political, and economic factors played a role in ancient episodes of genocide?
7. What implications did early examples of genocide have on the people who were conquered?
8. What impact did ancient episodes of genocide have on the perpetrators?
9. What role did European sentiments of racial, cultural, and religious superiority play in examples of genocide during the Age of Discovery and Exploration?
10. Were the forced bondage of Native Americans and Atlantic Slave Trade examples of genocide?
11. Can genocide ever be considered accidental?

Anchor Text

Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven and London: Yale University Press, 2007.

Informational Texts (3-5)

Chalk, Frank and Jonassohn, Kurt. *The History and Sociology of Genocide: Analyses and Case Studies*. New Haven: Yale University Press. 1990.

Hinton, Alexander Laban: *Annihilating Difference: The Anthropology of Genocide*. Berkeley, CA: University of California Press. 2002.

Jones, Adam. *Genocide: A Comprehensive Introduction*. London: Routledge Taylor and Francis Group. 2006.

Staub, Ervin: *The Roots of Evil: The Origins of Genocide and other Group Violence*. Cambridge: Cambridge University Press. 1992.

White, Matthew. *Atrocities: The 100 Deadliest Episodes in Human History*. New York and London: W.W. Norton & Company. 2012.

Short Texts (3-5)

Kiernan, Ben. "Sparta," in *Encyclopedia of Genocide and Crimes Against Humanity*. Macmillan, 2005, v. II, pp. 986-88.

Ben Kiernan, "The First Genocide: Carthage, 146 BC." *Diogenes* 203. 2004, pp. 27-39.

Suggested Writing Assessments (all writing assignments must include textual references)

- Discuss the historical origins of genocide – what element or elements played the biggest role in its formation?
- Which factor had the most significant impact on ancient episodes of genocide – society, politics, or economics? Defend your answer by using supporting evidence from historical examples.
- During the Age of Discovery and Exploration, European explorers and conquistadors from various countries staked their claim in many new territories in the New World. This resulted in the devastation, destruction, or complete obliteration of indigenous civilizations and people they encountered, such as the Aztecs, Incas, and various Native American tribes. However, some critics argue that the acts committed by these European nations during this time period do not constitute genocide because their actions were commonplace due to the ideals of racial, cultural, and religious superiority held by Europeans. Support or oppose this argument using evidence from historical examples from this time period.
- Can genocide ever be considered accidental? Support or oppose this by using evidence from the examples that took place during the Age of Discovery and Exploration, such as Columbus's actions against the Taino people on the island of Hispaniola and the actions taken by conquistadors against Native American civilizations in the New World.
- Should the Atlantic Slave Trade be classified as a form of genocide? Present an argument that either supports or opposes your response.

Vocabulary

1. Genocide
2. Racial Genocide
3. National Genocide
4. Religious Genocide
5. Ethnic Genocide
6. Autogenocide
7. Gendercide
8. Infanticide
9. Crimes Against Humanity
10. Ethnic Cleansing
11. Mass Murder
12. Genocidal Rape
13. Politicide
14. Utilitarian Genocide
15. Ancient Babylon
16. Ancient Greece
17. Peloponnesian Wars
18. Roman Empire
19. Carthage
20. Punic Wars
21. The Age of Discovery and Exploration
22. Portugal
23. Forced Bondage/Slavery
24. Muslim(s)
25. Spain
26. Christopher Columbus
27. Cuba

28. Hispaniola
29. Native American
30. Conquistador
31. Hernando Cortes
32. The Aztec Empire
33. Mexico
34. Francisco Pizarro
35. The Incan Empire
36. Brazil
37. New Spain
38. New Castile
39. The Starving Time
40. Encomienda System
41. The Atlantic Slave Trade

Resources

- Blackboard Academic Suite
- My Access
- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher)
- PCTI Online Library Catalog (OPAC)
- PCTI Online Library Databases
- Online Texts
- Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Primary and secondary sources (DBQs)
- Multimedia presentations (PowerPoint, Prezi, et al)
- Related field trips
- Current events related to issues of genocide and human rights

Content Area:	The Holocaust and Genocide Studies		Grade(s)	9 – 12
Unit Plan (2) Title:	Genocide in the Western World through Imperialism	Time Frame	9 Weeks	
Standard(s)				
<p>Common Core Anchor Standards and Literacy in History/Social Studies</p> <p>CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.7 CCSS.ELA-Literacy.CCRA.R.8 CCSS.ELA-Literacy.CCRA.R.10 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.1 CCSS.ELA-Literacy.CCRA.L.2 CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.11-12.2 CCSS.ELA-Literacy.RH.11-12.5 CCSS.ELA-Literacy.RH.11-12.6 CCSS.ELA-Literacy.RH.11-12.8 CCSS.ELA-Literacy.RH.11-12.9</p>				
<p>NJ Core Curriculum Content Standards/Standards in Accordance with the NJ Commission on Holocaust Education</p> <p>Social Studies - Civics (6.2.2.D.2) (6.2.12.A.5) (6.2.8.E.13) (6.2.12.E.15)</p> <p>Comprehensive Health and Physical Education (2.2.4.D.1) (2.2.4.E.7) (2.2.6.E.5) (2.2.8.D.3) (2.2.12.D.1) (2.2.12.D.2)</p> <p>Career Education and Consumer, Family and Life Skills (9.2.8.D.2) (9.2.8.D.4)</p>				
Essential Questions				
<ol style="list-style-type: none"> 1. What effect did the French and Indian War and the Treaty of Paris 1763 have on the subsequent American policies, legislation, and treatment of American Indians? 2. What influence did Andrew Jackson’s presidency have on policies toward American Indians? 3. How did America’s adoption of Manifest Destiny as a justification for expansion affect subsequent American policies, legislation, and treatment of American Indians? 				

4. What role did American sentiments of racial, religious, and cultural superiority play in the treatment of American Indians (i.e. assimilation policies in the 19th century)?
5. Was America justified in its treatment of Native Americans?
6. What role did the expansion of imperial European empires play in the conquest of lands, cultures, and civilizations around the world?
7. Should Britain be held responsible in some way for the Irish Potato Famine?
8. Were imperial European nations guilty of genocide, or were their actions the result of accepted practices given the historical context of this time period?

Anchor Text

Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven and London: Yale University Press, 2007.

Informational Texts (3-5)

Chalk, Frank and Jonassohn, Kurt. *The History and Sociology of Genocide: Analyses and Case Studies*. New Haven: Yale University Press. 1990.

Hinton, Alexander Laban: *Annihilating Difference: The Anthropology of Genocide*. Berkeley, CA: University of California Press. 2002.

Jones, Adam. *Genocide: A Comprehensive Introduction*. London: Routledge Taylor and Francis Group. 2006.

Staub, Ervin: *The Roots of Evil: The Origins of Genocide and other Group Violence*. Cambridge: Cambridge University Press. 1992.

White, Matthew. *Atrocities: The 100 Deadliest Episodes in Human History*. New York and London: W.W. Norton & Company. 2012.

Short Texts (3-5)

Boxer, Andrew. "Native Americans and the Federal Government." *History Today*. First published in *History Review*, 2009. Web.

Ryan, Lyndall. "'The long shadow of remembrance': Remembering the debate about massacre in the Black War in Tasmania." *Coolabah*, Vol.3. Observatori: Centre d'Estudis Australians, Australian Studies Centre, Universitat de Barcelona, 2009.

Bhattacharyya, Amit. "Taiping Rebellion, 1851–1864." *Revolutionary Protest Encyclopedia*. Web. Published 14 Aug. 2008.

Suggested Writing Assessments (all writing assignments must include textual references)

- What is the most important similarity that exists between episodes of genocide in the ancient world and episodes of genocide in the 18th and 19th centuries?
- Should the policies, actions, and treatment of American Indians by the United States be considered genocide? Present a thorough and comprehensive argument that supports or opposes your response.
- Imperialism became a prevailing idea that dramatically shaped the subsequent direction of the world beginning in the late 19th century. As a result of the empire building that nations engaged in, many cultures and civilizations became victims of genocide around the world. Which part of the world suffered the most at the hands of imperial nations during this time period?

Vocabulary

1. Treaty of Paris 1763
2. American Indian Wars

3. President Andrew Jackson
4. Indian Removal Act
5. Removal Era Wars
6. Manifest Destiny
7. Sand Creek Massacre
8. Black Hills War
9. Ghost Dance
10. Wounded Knee Massacre
11. Qing Dynasty
12. Dzungar State
13. Britain
14. Tasmanian Aborigines
15. The Black War
16. Zulu Empire
17. Shaka Zulu
18. The Opium Wars
19. The Taiping Rebellion
20. The Irish Potato Famine
21. Russia
22. Circassians
23. Imperialism
24. “The Scramble for Africa”
25. Cecil Rhodes

Resources

- Blackboard
- My Access
- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher)
- Online Library Catalog (OPAC)
- Online Library Databases
- Online Texts
- Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Primary and secondary sources (DBQs)
- Multimedia presentations (PowerPoint, Prezi, et al)
- Related field trips
- Current events related to issues of genocide and human rights.

Content Area:	The Holocaust and Genocide Studies		Grade(s)	9-12
Unit Plan (3) Title:	Genocide in the Western world from 1900 to 1945	Time Frame	9 Weeks	
Standard(s)				
<p>Common Core Anchor Standards and Literacy in History/Social Studies</p> <p>CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.7 CCSS.ELA-Literacy.CCRA.R.8 CCSS.ELA-Literacy.CCRA.R.10 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.1 CCSS.ELA-Literacy.CCRA.L.2 CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.11-12.2 CCSS.ELA-Literacy.RH.11-12.5 CCSS.ELA-Literacy.RH.11-12.6 CCSS.ELA-Literacy.RH.11-12.8 CCSS.ELA-Literacy.RH.11-12.9</p>				
<p>NJ Core Curriculum Content Standards for Social Studies</p> <p>6.1.12.A.11.e 6.1.12.A.12.c 6.1.12.A.11.d 6.1.12.D.7.c 6.1.12.D.11.a 6.1.12.D.11.d 6.1.12.D.11.e 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.A.5.e 6.2.12.A.6.a 6.1.12.A.11.e 6.2.12.B.5.a 6.2.12.C.4.c 6.2.12.D.4.b 6.2.12.D.4.d 6.2.12.D.4.g 6.2.12.D.4.i 6.1.12.D.7.c 6.2.12.A.5.e</p>				
Essential Questions				
<ol style="list-style-type: none"> 1. How was it possible for modern Eurasian nations in the 20th century to carry out the systematic murder of a people simply because they were Armenians, Ukrainians, or Jews? 2. How was it possible for a people to almost be destroyed and for the world to stand by without halting this destruction? 3. What were the origins, motivations, causes, and consequences of the genocide of Armenians, Ukrainians, Jews, Roma, 				

Homosexuals and many others during the 20th century?

4. What was the response of the United States, other Western governments, and international organizations to the genocide of various groups in Eurasia during the 20th century?
5. What role did nationalism and propaganda play in mobilizing people in various Eurasian nations to commit genocide against minority groups?
6. In what ways did the Versailles Treaty, that ended World War I, affect the rise of Nazism in Germany in the 1930s?
7. What does the term “Final Solution” mean and what is its origin?
8. Why was the role and participation of physicians and the medical profession important during the Holocaust?
9. How can we explain the behavior of individuals who followed orders and committed atrocities and murder during the Holocaust? Why did some choose to obey authority rather than resist?
10. What is Eugenics? How did Eugenics influence Nazi ideology and vision?
11. What were the first measures taken by the Nazis against the Jews?
12. Which groups of people in Germany were considered enemies of the state by the Nazis and were, therefore, persecuted? Why were these groups targeted by the Nazi regime?
13. What war crimes and crimes against humanity were committed by the Japanese Army during its invasion of China and the Rape of Nanking?
14. Why were the Jews singled out for extermination? What other groups of people were persecuted by the Nazis?
15. What was Hitler’s ultimate goal in launching World War II?
16. What was the attitude of churches vis-à-vis the persecution of the Jews?
17. How did the Allies prosecute war crimes and crimes against humanity at the Nuremberg trials?
18. How did the American policy towards the Japanese Americans strip them of their humanity during WWII?
19. Why did the United States drop atomic bombs on Japan? Why was the decision to drop the bomb so controversial?
20. How did World War II and the Holocaust lead to the creation of international organizations (i.e., the United Nations) to protect human rights?

Anchor Text

Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven and London: Yale University Press, 2007.

New Jersey Commission on Education. *The Holocaust and Genocide: The Betrayal of Humanity, A Curriculum for Guides 9-12, Volumes I and II*. 2003.

Follow the links below for access:

http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf

http://www.state.nj.us/education/holocaust/downloads/curriculum/holocaust_and_genocide_file2.pdf

Nexttext Historical Reader. *The Holocaust*. McDougall Littell. 1999.

Nexttext Historical Reader. *Japanese-American Internment*. McDougall Littell. 2000.

Informational Texts/films

- Man's Search for Meaning- Viktor E. Frankl
- Video: Documentary from Nucleus Productions in association with Thames Television and WGBH / Boston titled: *The Longest Hatred (1991): 1. From the Cross to the Swastika*. This film examines Jewish-Christian relationships over the past 2,000 years. This documentary can be accessed on the following web-site: http://www.youtube.com/watch?v=VnrIXvE_cml.
- Read scenes from “The Merchant of Venice,” W. Shakespeare, which deals with anti-Semitism
- Video: PBS Special: *The Armenian Genocide and Exploring the Issues* (2012). This documentary can be accessed on the following web-site: <http://www.youtube.com/watch?v=NSA1xngFf4s>
- Video: Documentary by the Ukrainian Famine Research Committee: *Harvest of Despair: The 1932-33 Man-made Famine in*

Ukraine (1984). This documentary can be accessed on the following web-site:

<http://www.youtube.com/watch?v=UApXOWhF4C0>

- Book: “*Deadly Medicine: Creating the Master Race*. Washington, DC: United States Holocaust Memorial Museum, 2004. Companion book to the exhibition (<http://www.ushmm.org/museum/exhibit/online/deadlymedicine/>) by the same name held at the United States Holocaust Museum from April 22, 2004 to October 16, 2005. Features numerous photographs, original documents, and drawings from the exhibition. Includes essays describing the history of the German eugenics movement, its influence on the Nazi medical establishment, and how its racial and social views contributed to the Holocaust. Provides a chronology, a guide to further reading, and an index.” (http://www.ushmm.org/research/library/bibliography/?content=nazi_racial_science)
- Video: PBS Film *America and the Holocaust*. “This edition of The American Experience chronicles a dark chapter of American history, the refusal of this nation to come to the aid of German Jews in the months and years before and during World War II.” This documentary can be accessed on the following web-site: <http://www.youtube.com/watch?v=RqlpI-AWIAgg>.
- Video: Leni Riefenstahl’s propaganda Nazi film *The Triumph of the Will* (1935). “A legendary propaganda/documentary of the Third Reich’s 1934 Nuremberg Party Rally. Featuring a cast of thousands as well as, of course, Hitler, Himmler, Goebbels, Hess, Goering and other top party officials.” <http://www.imdb.com/title/tt0025913/>.
- Video: Fritz Hippler’s *The Eternal Jew* (1940) “is an anti-Semitic German Nazi propaganda film, posing as a documentary.” <http://topdocumentaryfilms.com/eternal-jew/>.
- Book: United States Holocaust Museum “HOLOCAUST ENCYCLOPEDIA” <HTTP://WWW.USHMM.ORG/WLC/EN/>
- Video: Claude Lanzmann’s *Shoah* (1985). This film is a 9 1/2 hour documentary of the Holocaust without using a single frame of archive footage. He interviews survivors, witnesses, and ex-Nazis (whom he had to film secretly since they only agreed to be interviewed by audio). His style of interviewing by asking for the most minute details is effective at adding up these details to give a horrifying portrait of the events of Nazi genocide. He also shows, or rather lets some of his subjects themselves show, that the anti-Semitism that caused 6 million Jews to die in the Holocaust is still alive in well in many people that still live in Germany, Poland, and elsewhere.” http://www.imdb.com/title/tt0090015/plotsummary?ref=tt_ov_pll.
- Video: *Auschwitz: The Nazis and the 'Final Solution'* (2005). “The history of the Final Solution phase of the Nazi Holocaust, particularly with the most infamous of the death camps” (http://www.imdb.com/title/tt0446610/?ref=sr_2).
- Video: *"Frontline" Memory of the Camps* (1985). “In 1945, camera crews went with the American and British armies in the Nazi death camps and filmed the horror they found there. A group of directors, among whom was Alfred Hitchcock, developed a script to present these horrors and be sure that people remember. Forty-eight years later it came out from the cave of the Imperial War Museum and was edited as forecast” (http://www.imdb.com/title/tt0107552/plotsummary?ref=tt_ov_pl).
- Video: *In the Shadow of the Reich: Nazi Medicine* (1997). This documentary studies the step by step process that led the German medical profession down an unethical road to genocide. It documents the racial theories and eugenic principles that set the stage for doctors’ participation in sterilization and euthanasia, the selections at the death camps, as well as inhumane and unethical experimentation.
- Video: Steven Spielberg’s *Schindler’s List* (1993). This film takes place in Poland during World War II; Oskar Schindler gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis (http://www.imdb.com/title/tt0108052/?ref=fn_al_tt_1).
- Video: *Come and See* (1985). This film describes the horrors of war and genocide perpetrated by the Nazis in the Soviet Union during WWII from the perspective of a child (http://www.imdb.com/title/tt0091251/?ref=fn_al_tt_1).

Short Texts (3-5)

Short Stories:

- Watson David, Gail Tregerthan and Joyce Frank. “Sources of Aggression.” *Social Psychology*
- Furman, Harry, ed. “The Mayor’s Choice: What Would You Do?” *The Holocaust and Genocide: A Search for Conscience*
- Milgram, Stanley. “The Milgram ‘Shock’ Experiment.” *The Holocaust and Genocide: A Search for Conscience—an Anthology for Students*. Harry Furman, ed. New York: Anti-Defamation League, 1983.

- Levi, Primo. "The Drowned and the Saved." *Survival in Auschwitz*. New York: Macmillan, 1996.

Suggested Writing Assessments (all writing assignments must include textual references)

The following are brief ideas on potential prompts for a Holocaust essay:

- What countries were involved in the Holocaust and what were their roles? You can explore this from various aspects such as who helped support the people affected and/or who was against it and why?
- What was Hitler's role during the Holocaust and why did so many people hate him and his actions? Why do you think Hitler committed the acts he was accused of doing?
- How do you think Jewish people were treated during this time? How do you think Jewish people lived and went on with their lives when the Holocaust ended?
- How did people escape from the torture and violence? Was it true that Nazis were known for helping the Jews escape? What evidence supports such claims and what evidence says such acts did not happen?
- How was life for people living in concentration camps? Anne Frank may come to mind as one of the notable people who lived during this time. Were there other people who may not have become as notable as Anne Frank but made a significant difference as a survivor?
- What was it like for Nazi soldiers? How did these individuals live during the Holocaust? Were there acts or crimes they committed that were considered wrong or justified? How did they protect themselves from others?

Research paper topics:

1. Concentration Camp-Auschwitz-Birkenau
2. Concentration Camp-Bergen-Belsen
3. Concentration Camp-Dachau
4. Concentration Camp-Sobibor
5. Concentration Camp-Treblinka
6. Concentration Camp-Theresienstat
7. Concentration Camp-Buchenwald
8. Ghettos
9. Survivors
10. Liberators/Rescuers/Resisters
11. Starvation-lack of food and nutrition
12. World War II- Important Leaders
13. World War II-Important Events
14. Pearl Harbor
15. Holocaust War Criminals
16. Read NIGHT and some other true account
17. Nuremberg Trials
18. What was the Final Solution?
19. Hate Groups
20. Nazi Beliefs
21. Kristallnacht-night of the broken glass
22. Adolf Hitler
23. Liberation
24. Olympics of 1936
25. Daily Life in the Camps
26. Doctors of the Holocaust
27. Medical Experiments of the Holocaust
28. The Story of Raoul Wallenberg
29. Death Marches
30. Kindertransport
31. Voyage of the St. Louis

32. Nuremberg Laws 1935-1938
33. Artwork, Stolen Art, Poetry, Literature, and Music of the Holocaust
34. Oskar Schindler
35. History of the Swastika
36. Pogroms
37. Mengele: Angel of Death
38. Gestapo
39. Nazi Propaganda
40. Elie Wiesel
41. The Japanese American Internment Camp
42. Killing Squads (Einsatzgruppen)

Vocabulary

1. ARMENIAN
2. *AKTION* (German)
3. ALLIES
4. *ANSCHLUSS* (German)
5. ARYAN RACE
6. AUSCHWITZ
7. AXIS
8. BELZEC
9. CHELMNO
10. CIVIL RIGHTS
11. CONCENTRATION CAMPS
12. CRIMES AGAINST HUMANITY
13. DISCRIMINATION
14. *EINSATZGRUPPEN* (German)
15. *ETHNIC CLEANSING*
16. EUTHANASIA
17. EXTERMINATION CAMPS
18. FINAL SOLUTION
19. GENOCIDE
20. GHETTO
21. GYPSIES
22. HOLOCAUST
23. HUMAN RIGHTS
24. JEWISH BADGE
25. *JUDENRAT* (PLURAL: *JUDENRÄTE*)
26. *JUDENREIN*
27. *KAPO*
28. *KRISTALLNACHT* (German)
29. LIDICE
30. LODZ
31. MAJDANEK
32. MAUTHAUSEN
33. *MEIN KAMPF* (German)
34. *MUSSELMANN* (German)
35. NUREMBERG LAWS
36. PARTISANS
37. *PROTOCOLS OF THE ELDERS OF ZION*
38. PREJUDICE

39. PROPAGANDA
40. RIGHTEOUS AMONG THE NATIONS
41. SELECTION
42. SOBIBOR
43. SS
44. STEREOTYPE
45. ST. LOUIS
46. STRUMA
47. *DER STÜRMER* (The Attacker)
48. TEREZIN (Czech), THERESIENSTADT (German)
49. TREBLINKA
50. WAR CRIMES

Resources

- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher)
- Online Library Catalog (OPAC)
- Online Library Databases
- Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
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- Multimedia presentations (PowerPoint, Prezi, et al)
- Related field trips
- Current events related to issues of genocide and human rights.

Content Area:	The Holocaust and Genocide Studies	Grade(s)	9-12
Unit Plan (4) Title:	Genocide during the Cold War Era (1945-1991) and Contemporary Issues about Genocide, Ethnic cleansing, and Human rights.	Time Frame	9 Weeks

Standard(s)

Common Core Anchor Standards and Literacy in History/Social Studies

- CCSS.ELA-Literacy.CCRA.R.1
- CCSS.ELA-Literacy.CCRA.R.2
- CCSS.ELA-Literacy.CCRA.R.5
- CCSS.ELA-Literacy.CCRA.R.7
- CCSS.ELA-Literacy.CCRA.R.8
- CCSS.ELA-Literacy.CCRA.R.10
- CCSS.ELA-Literacy.CCRA.SL.1
- CCSS.ELA-Literacy.CCRA.SL.2
- CCSS.ELA-Literacy.CCRA.L.1
- CCSS.ELA-Literacy.CCRA.L.2
- CCSS.ELA-Literacy.RH.11-12.1
- CCSS.ELA-Literacy.RH.11-12.
- CCSS.ELA-Literacy.RH.11-12.5
- CCSS.ELA-Literacy.RH.11-12.6
- CCSS.ELA-Literacy.RH.11-12.8

**NJ Core Curriculum Content Standards
for Social Studies**

6.1.12.A.11.e
6.1.12.D.15.a
6.1.12.D.15.b
6.2.12.A.4.d
6.2.12.A.5.d
6.2.12.A.5.e
6.2.12.D.4.i
6.2.12.A.5.d

Essential Questions

- What were the causes and consequences of mass killings by the Indonesian military led by Major General Suharto in 1965 against members of the communist party and sympathizers?
- How did the world community and the United States government respond to genocide taking place in Indonesia in 1965 and Cambodia in the 1970s?
- What were the causes and consequences of the Cambodian genocide that took place from 1975 to 1979, carried out by the Pol Pot and the Khmer Rouge against millions of Cambodians?
- Why do you think the international community resisted calling the acts of violence of the Hutus against the Tutsis in Rwanda's "genocide"?
- What led the Guatemalan army in the 1980s to target the Mayan population of that nation? What were the consequences of the genocidal actions of the Guatemalan government, on its people? What ideological motives did the United States government use to justify the Guatemalan military's reprehensive actions?
- Why did the governments of Argentina, Chile, and other Latin American governments in the 1970s carry out a "Dirty War," state terrorism, and genocide against political dissidents and anyone labeled a leftist or communist in those nations?
- What was the participation of the United States government with Operation Condor toward the genocide of leftists that took place in Argentina, Chile in the 1970s?
- What were the perspectives of other nations towards the United States' foreign policy in Latin America in 1980s?
- What were the origins of the genocide of Tutsis by Hutus in Rwanda in 1994?
- How did the United Nations and the world community respond to the genocide of Tutsis by Hutus in Rwanda in 1994 and Darfur and the genocide that took place in Sudan in 2003?
- Why did Bosnian Serbs decide to forcefully remove the Muslim population in Bosnia and Herzegovina from 1992 to 1995?
- What were the consequences of ethnic cleansing by Bosnian Serbs of Muslims in Bosnia?
- What were the reasons given by the Clinton administration to justify the US military intervention against Yugoslavia in the 1990s?
- Why were the actions of American soldiers against Iraqi prisoners at Abu Ghraib, Iraq, condemned in the US and the world?
- What are some legal and human rights issues involved in the cases of the detainees being held at Guantanamo Bay?
- Why human rights experts see a conflict between civil liberties and national security in the military base at Guantanamo, Cuba?

Anchor Text

Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven and London: Yale

University Press, 2007.

Informational Texts/films

- Film: *The Killing Fields* (1984). “A photographer is trapped in Cambodia during tyrant Pol Pot's bloody "Year Zero" cleansing campaign, which claimed the lives of two million "undesirable" civilians” (<http://www.imdb.com/title/tt0087553/>).
- Documentary: *The Act of Killing* (2012). “A documentary that challenges former Indonesian death squad leaders to reenact their real-life mass-killings in whichever cinematic genres they wish, including classic Hollywood crime scenarios and lavish musical numbers” (<http://www.imdb.com/title/tt2375605/>).
- Book: “State violence and genocide in Latin America: the Cold War years” edited by Marcia Esparza, Henry R. Huttenbach, and Daniel Feierstein. Book, Print in English, 2010. There is a video segment that provides an introduction to the topic by the authors of the book <http://youtu.be/EPeG14AXvC4>.
- Book: “Walking Ghosts: Murder and Guerrilla Politics in Colombia” by Steven Dudley. “**Walking Ghosts** tells the story of a leftist political party and its idealistic members to fight for a change in Colombia. These party militants campaign with the hope that they can foster peace in the hemisphere’s bloodiest and longest running civil war. Their efforts cost many of them their lives as close to 3,000 members are murdered by right-wing paramilitaries working closely with Colombian military personnel. The “political genocide,” as some have called this slaughter, has made it even more difficult for Colombia to climb from the abyss of a four-decades old conflict” (<http://www.stevendudley.com/walkingghosts.html>).
- Documentary: *CNN: Cold War - Backyard 1950-1988*. This documentary can be accessed on the following web-site: <http://vimeo.com/33732665>
- Film: *Shake Hands with the Devil* (2007). “The story of General Romeo Dallaire's frustrated efforts to stop the madness of the Rwandan Genocide, despite the complete indifference of his superiors” (<http://www.imdb.com/title/tt0472562/>).
- Film: PBS FRONTLINE documentary *Ghosts of Rwanda*. “This is a special two-hour documentary to mark the 10th anniversary of the Rwandan genocide -- a state-sponsored massacre in which some 800,000 Rwandans were methodically hunted down and murdered by Hutu extremists as the U.S. and international community refused to intervene -- examines the social, political, and diplomatic failures that converged to enable the genocide to occur.” This documentary can be accessed on the following web-site: <http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/video/>.
- Film: *Hotel Rwanda* (2004). “The true story of Paul Rusesabagina, a hotel manager who housed over a thousand Tutsi refugees during their struggle against the Hutu militia in Rwanda” (http://www.imdb.com/title/tt0395169/?ref=fn_al_tt_1).
- Film: *Sometimes in April* (2005). “Debra Winger, Oris Erhuero and Idris Elba star in this drama framed by the Rwandan genocide” (http://www.imdb.com/title/tt0400063/?ref=fn_al_tt_1).
- USHMM documentary: *A Good man in Hell – General Romeo Dallaire and the Rwandan Genocide*.
- USHMM documentary: *Witnessing Darfur: Genocide Emergency* (2004-2005).
- Film: PBS FRONTLINE documentary *The Torture Question*. “In "The Torture Question", FRONTLINE traces the history of how decisions made in Washington in the immediate aftermath of Sept. 11 -- including an internal administration battle over the Geneva Conventions -- led to a robust interrogation policy that laid the groundwork for prisoner abuse in Afghanistan; Guantanamo Bay, Cuba; and Iraq.” This documentary can be accessed on the following web-site: (<http://www.pbs.org/wgbh/pages/frontline/torture/view/>).

Short Texts (3-5)

- “Rwanda: How the genocide happened” – BBC- Article (May 17, 2011) <http://www.bbc.co.uk/news/world-africa-13431486>
- “The Rwandan Girl that Refused to Die” by Fergal Keane *The Sunday Times* 1997. <http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/reports/refuse.html>
- “Dying in Darfur...Can the ethnic cleansing in Sudan be stopped?” by [Samantha Power](#) August 30, 2004 *The New Yorker*. http://www.newyorker.com/archive/2004/08/30/040830fa_fact1
- “The Truth of El Mozote” by [Mark Danner](#) December 6, 1993 *The New Yorker*. http://www.newyorker.com/archive/1993/12/06/1993_12_06_050_TNY_CARDS_000364723
- “Chile and the United States: Declassified Documents Relating to the Military Coup, September 11, 1973” By Peter

Suggested Writing Assessments (all writing assignments must include textual references)

The following are potential questions for writing prompts for this Unit:

- Are there similarities between what took place in Darfur and what happened in Rwanda?
- What lessons have we learned from what happened in Rwanda and how can they be applied to Darfur?
- What can be done to stop the genocide on an “International”, “National”, and “Local level?”
- In what ways did genocide impact the development of a “developing” country?
- Where does the rebuilding of a country shattered by genocide begin? What can the people do? What can the government do? What can the international community do?
- How can justice be found in post-genocide Rwanda?
- Which can bring justice to the people of Rwanda more effectively – international courts or community courts? Explain.

Vocabulary

1. articulated
2. charter
3. conscience
4. convention
5. covenant
6. declaration
7. democracy
8. disadvantaged
9. discrimination
10. ethnic cleansing
11. illiteracy
12. participation
13. peace-making
14. protocol
15. public freedoms
16. rapporteur
17. ratification
18. refugee
19. resolution
20. rule of law
21. customary
22. dignity
23. elimination
24. endowed
25. equality before the law
26. freedom
27. fundamental
28. human right
29. inalienable
30. international law
31. norm
32. principle
33. promoting
34. protecting
35. ratify
36. reaffirms

37. upholding

Resources

- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher)
- Online Library Catalog (OPAC)
- Online Library Databases
- Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Primary and secondary sources (DBQs)
- Multimedia presentations (PowerPoint, Prezi, et al)
- Related field trips
- Current events related to issues of genocide and human rights.

III. Methods of Student Evaluation

Assessment - Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (both graded and ungraded).

Evaluation:

During each marking period a combination of the following methods will be used to evaluate each student's performance:

- Class participation
- Creative assignments
- Descriptive, persuasive, and expository writing
- Homework and class work assignments
- Reports and presentations
- Research methodology
- Unit tests
- Various speaking and listening assessments

Some of the more common types of formal assessments include:

- Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Document based questions
- Oral and written reports
- Multimedia presentations (power points)

Some of the more common types of informal assessments include:

- Instructor's observations of note-taking, and organization of notebooks and assignments
- Cooperative learning activities
- Creative assignments
- Kinesthetic activities
- Observing citizenship and appropriate social responses
- Instructor's observations of time management skills

IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)

Instructional Strategies commonly utilized in the Holocaust and Genocide Studies course will include:

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Debating about controversial topics
- Note taking/note making
- Drafting/writing

V. Scope and Sequence

	I= Introduced	D= Developed in Depth	R= Reinforced	
Skill to be Learned	9	10	11	12
Comparing and contrasting major and minor episodes of genocide to determine similarities, differences, and distinctive features.	IDR	IDR	IDR	IDR
Comparing and contrasting the different forms and methods of genocide used by various people, groups, and civilizations by analyzing primary sources, videos, and other resources.	IDR	IDR	IDR	IDR
Comparing and contrasting episodes of genocide from different time periods in history to evaluate the development and evolution of genocide.	IDR	IDR	IDR	IDR
Identifying social, cultural, political, economic, religious, ethnic, and other origins of genocides.	IDR	IDR	IDR	IDR
Assessing the validity of genocidal claims made by various groups throughout history.	IDR	IDR	IDR	IDR
Evaluating the actions taken against the Native American populations by European conquistadors, colonizers, and imperialists.	IDR	IDR	IDR	IDR
Determining whether or not the Native American wars in the United States constituted genocide.	IDR	IDR	IDR	IDR
Assessing the role imperialism played in genocides that took place throughout the world during the nineteenth and early twentieth centuries.	IDR	IDR	IDR	IDR
Evaluating whether countries pursuing aggressive policies of imperialism in the nineteenth and early twentieth centuries were justified by claims of social Darwinism and racial superiority.	IDR	IDR	IDR	IDR
Identifying the roots of anti-Semitism in the Middle East and Europe.	IDR	IDR	IDR	IDR
Determining the impact of anti-Semitic acts, laws, and actions on Jewish populations throughout history.	IDR	IDR	IDR	IDR
Examining episodes of genocide through the historical context of the time period of their occurrence to better comprehend their contributing factors.	IDR	IDR	IDR	IDR
Understanding the economic factors that contributed to Adolf Hitler's rise to power and enactment of aggressive anti-Semitic policies in Nazi Germany.	IDR	IDR	IDR	IDR
Evaluating the roles and responsibilities of other people and nations as bystanders during the Holocaust.	IDR	IDR	IDR	IDR
Assessing the impact of the Holocaust on Europe, the world, and its future.	IDR	IDR	IDR	IDR
Evaluating the role of the United Nations in preventing future genocides since its inception.	IDR	IDR	IDR	IDR
Determining the impact of recent genocides on the growth and development of the modern world.	IDR	IDR	IDR	IDR

STUDENT PROFICIENCIES HANDOUT

The purpose of this course is to survey different time periods in history to trace the origins of genocide, its evolution through time, and the impact that these tragedies have had on the world today. As the most well-known case of genocide, the Holocaust will be a special focus of study. By the end of this course, students will become proficient in defining genocide, assessing how it can occur, and determining the role the world should play during these times of crisis. While historical analysis of genocide will be the main focus of the class, a portion of it will also be geared towards encouraging student activism, community outreach and awareness, as well as empathy and support for individuals and countries that have experienced genocide. In addition, the course instruction shall enable students to identify and analyze applicable theories of human nature and behavior and help students understand that genocide is a possible consequence of prejudice and discrimination. Indeed, a study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. This course will strive to create authentic learning experiences for pupils through field trips. For instance, students will be encouraged to participate in a field trip to the National Museum of the American Indian and the United States Holocaust Memorial Museum in Washington, D.C. This course will motivate the students to realize that each citizen bears a personal responsibility to fight racism and hatred wherever and whenever it happens.

VI.

PROFICIENCIES

Upon completion of this course's requirements, the students will be able to:

- Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g. Holocaust, Native Americans, Irish Famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent reoccurrence of such events. (All)
- Define various types, forms, related terms and manifestations of genocide as they have existed throughout history. (W)
- Trace the development and evolution of genocide through history by evidencing the types or forms that occurred during different critical historical time periods. (RI/W)
- Analyze examples of genocide from the Ancient World to determine key characteristics that highlight the appearance of the roots of genocide. (ALL)
- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. (ALL)
- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. (ALL)
- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America. (R,W)
- Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. (SL,RI,L)
- Analyze the origins, motivations, causes, and consequences of the genocide of Armenians at the hands of the leaders of the Young Turk Nationalist movement during and after World War I. (ALL)
- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during the Holocaust, and describe the long-term consequences of genocide for all involved. (ALL)
- Analyze the factors contributing to a rise of fascism in Germany in the 1930s (RI, W).
- Understand and analyze the use of propaganda by the Nazi regime. The student will evaluate the types of propaganda techniques used by the Nazis (ALL).
- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights. Describe the subsequent impact of these organizations (RI, W, L).
- Investigate the escalation of Nazi policies, laws, and teachings of persecution and murder of Jews, which culminated in what the Nazis called "The Final Solution." Include (a) Euthanasia Program; (b) Kristallnacht; (c) the isolation and ghettoization (concentration) of Jews, (d) the *Einsatzgruppen*, (e) the Wannsee Conference (ALL).

- Compare and contrast the operation and conditions of the concentration camps and death camps in Germany and in other occupied countries by viewing videos and reading material about the liberation of camps by the Allies (ALL).
- Review the literature, art, and music of the Holocaust to determine the motivations, insights and interpretations of human experience that they reflected, including acting as a form of resistance (RL, W, L).
- Analyze the roles in the Holocaust of business/industry; medical, scientific, educational and legal professions/systems and the church (ALL).
- Investigate the reasons why specific groups became victims of the Nazis, including children, Roma, poles, Soviet prisoners of war, Jehovah's Witnesses, the handicapped, homosexuals, and others. Investigate the reasons for their respective treatment. Students will research information in the school's library and use the Internet as a research tool (ALL).
- Evaluate the various forms of resistance to the Holocaust and genocide by Jews, Roma, and other groups persecuted by the Nazis from 1933 to 1945 (RL, RI, W).
- Explore eyewitness accounts of the Holocaust by survivors and liberators (RL).
- Examine issues of guilt and responsibility during the Holocaust and assess the effectiveness of the Nuremberg War Crimes Tribunal (RI, W).
- Assess the relationship between the Holocaust and the establishment of the State of Israel and American policy towards the Arab nations (RI, SL).
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights (ALL).
- Analyze the decision to use the atomic bomb by the United States and the consequences of doing so (ALL).
- Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights (RI, SL).
- Evaluate the genocidal actions taken by the Indonesian military led by Major General Suharto, in Indonesia in 1965 against members of the communist party and sympathizers (RI).
- Analyze the causes and consequences of mass killings in Indonesia in 1965 and evaluate the responsibilities of the world community in response to such events (RI, SL).
- Evaluate the Cambodian genocide of 1975-1979, carried out the Pol Pot and the Khmer Rouge against millions of Cambodians. Analyze the causes and effects of this genocide (ALL).
- Assess the genocide perpetrated by the Guatemalan army in the 1980s that targeted the Mayan population, who were believed to be supporting the guerilla movement. Analyze the causes and effects of this genocide (RI, SL).
- Evaluate the reasons the military governments of Argentina, Chile, and other Latin American Governments in the 1970s carried out a "Dirty War," state terrorism, and genocide against political dissident and anyone labeled a leftist or communist in those nations.
- Compare the perspectives of other nations and the United States regarding United States' foreign policy in Latin America in 1980s (ALL).

THESE PROFICIENCIES MEET OR EXCEED THE 2013 COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS

Key:

RI= Reading Informational Text **L**=Language **RI**= Reading Literature **W**=Writing
SL=Speaking/Listening **ALL**= **RI, L, RI, W**

VII. Affirmative Action Checklist for Textbook Adoption
Title:
Subject:
Publisher: McDougal Littell Date of Publication: 2008
<p>Intended Grade(s)</p> <p>Evaluators:</p> <p>ILLUSTRATIONS</p> <p>Do the illustrations promote positive images that students can identify with regardless of Gender, race or ethnicity?</p> <p>Do the illustrations portray women, minorities and the handicapped as active, contributing members of society?</p> <p>Are males and females presented in non-stereo-typed activities and roles?</p> <p>Are the illustrations free of bias and stereotyping?</p> <p>TEXTUAL CONTENT</p> <p>Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?</p> <p>Is all content on matters of race, gender, religion, and ethnicity factual?</p> <p>Is the language free of sexual, cultural and racial bias?</p> <p>Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?</p> <p>Do the authors included in an anthology represent a cross section of minorities, males and females?</p> <p>Is the textbook acceptable in content and compatible with the curriculum?</p> <p>Is the textbook recommended for adoption?</p>