# Unit 03: The Aftermath (Response to Genocide, Liberation, Memory, Forgiveness and Denial, Modern Day Antisemitism)

Content Area: **Social Studies**
Course(s): **Holocaust Gen**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

## Standards

| | |
|---|---|
| | To better understand the historical perspective, one must consider historical context. |
| 6.2.12.HistoryUP.4.b | Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. |
| 6.2.12.HistoryUP.4.c | Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. |
| | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. |
| | Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. |
| | History, Culture, and Perspective: Historical Sourcing and Evidence |
| | Historical sources and evidence provide an understanding of different points of view about historical events. |
| 6.3.12.HistorySE.1 | Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |
| | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. |
| 6.3.12.HistoryCA.12 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |

## Enduring Understandings

**Understanding the eight stages of genocide. (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial.)**

**How the past has shaped present day conditions and policies.**

**The role of bystander, upstanders, victims, and perpetrators in genocide.**

**How individuals can prevent the spread of racism and discrimination.**

**Concepts of memory, justice, and forgiveness.**

The role of cognitive dissonance.

Determine how a genocide can even occur.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## Essential Questions

*What makes someone an upstander? What qualities do you think they all shared?*

*Why is it a common misconception that the Jews did not resist? Explain the many different forms of resistance that Jews displayed during the Holocaust?*

*Would you label the Nuremberg Trials as a significant moment for international law or an insignificant justice for the millions who died? Some allied countries advocated for summary executions, why would this have been a failure?*

*Evaluate the motive and strategies of genocide denial. Why are they effective?*

*To what extent does trying to combat genocide denial conflict with American democratic principles of free speech?*

*To what extent is Genocide denial is the final crime in genocide?*

## Knowledge and Skills

Identify and evaluate the responses to the Holocaust

- *Nuremberg Trials*
- *Impact on Liberators*
- *American Response to the Holocaust (Knowledge, FDR Role, America First, Dr. Seuss)*
- *American Media (NYT, PM Newspaper)*
- *American Antisemites (Father Caughlin, Charles Lindbergh, Gerald Nye, Henry Ford)*
- *Memory, memorials*
- *"Never Again?"*
- *Jewish Atrocities post-Holocaust*
- *Holocaust Education*

Modern Day Antisemitism

- *Antisemetic groups, neo Nazis (National Alliance, KKK, Westboro Baptist Church, American Nazi Part, Aryan Brotherhood)*
- *Holocaust Deniers (David Irving, Arthur Butz, Institute of Historical Review, etc)*
- *Hate crimes and prevention laws*
- *Hate through media (video games, Angry Aryans, Prussian)*
- *Denial Arguments*
- *How to combat denial*
- *Cultural insensitivity vs antisemitism*
- *Israel*
- *Turner Diaries*
- *Hate crimes (local, nationwide, international)*
- *Political groups (Golden Dawn, President of Iran, etc)*

## Transfer Goals

Students will be able to independently appraise historical and contemporary claims of Holocaust denial.

Students will be able to independently evaluate the role of bystanders in their everyday life and what steps they can take to avoid being bystanders as well as actively promoting the development of upstanders in their community.

## Resources

**Text Books:**

-The World Must Know

-The Sunflower: On the Limits and Possibilities of Forgiveness

Jews in the Modern World

**Supplemental Readings from Holocaust & Genocide Honors Source Reader:**

-Liberator remembers

-Actor Who Survived Holocaust Speaks Out

-SPLC Year in Hate

-Swastika Painted on Synagogue

-Hoax of the 20th Century Excerpt

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

**Internet & Digital Source Videos:**

-SPLC Maps

-Survivor Testimony

-American History X

-Robert Clary Speech

-Youtube clips of hate music groups

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

## Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit