Unit 3: Rescuers, Resistance, Liberation, and Implications

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **Five Weeks**
Status: **Published**

Summary

In the Holocaust and Genocide Studies course, students analyze the causes and effects of the Holocaust and other mass genocides while considering how atrocities like those of the past can prevented. Using a social science lens and an interdisciplinary approach, students examine the impact, destruction, and cultural trauma associated with the Holocaust and other genocides. Frameworks are provided to students to understand how escalation by perpetrators takes place and to compare and contrast the historical across time periods, contexts, and geographic areas.

This unit is part of the larger aforementioned course sequence and specifically focuses on Rescuers, Resistance, Liberation, and Implications of the Holocaust. Most of the world could be classified as "bystanders," people who were not perpetrators, victims, nor collaborators. The rescuer was frequently a noble individual who risked everything important in their lives to rescue victims from the Nazis. In this unit students will explore the various forms of rescue that occurred during the Holocaust. Students will become familiar with some of these heroes, their rationale for such brave action, and the results of their work. They will also look into circumstances where Jewish individuals resisted Nazi control. Students will be confronted with reactions to the Holocaust ranging from war crimes trials immediately after the war to the lessons of Holocaust and genocide as they affect us today, including Holocaust denial. Students will analyze the moral standards of society and relate these to the role and actions of individuals. Concepts of human rights will be reinforced and students will be encouraged to use the lessons of the Holocaust to augment their personal moral philosophy.

Revised: August 2023

Standards

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

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.

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How and why were there different types of resistance throughout the Holocaust?
- What is justice and how is it best served?
- Why is it important to remember the Holocaust?

Enduring Understandings:

- Many people did step up to resist Nazi Germany during the Holocaust.
- There are still many issues today connected to the Holocaust, including a rise in antisemitism and Holocaust denial.

Objectives

Students will know:

- key terms, concepts, and personalities: rescuer, by-stander, hero, Anne Frank, Miep Gies, Le Chambon, Huguenot, Andre and Magda Trocme, Semp Sugihara, Raul Wallenger, passport, visa, Yad Vashem, Righteous Gentile, collective responsibility, Varian Fry, War Refugee Board, Fugu Plan of Japan, Partisans, Angelo Roncalli (Pope John XXIII), Nuremberg War Trials, war crimes, crimes against humanity, Hermann Goerring, Rudolph Hess, Martin Bormann, Julius Streicher, Robert Jackson, displaced person, Yad Vashem, Holocaust deniers, like David Irving.
- that individuals who were not victims nor Nazis had a variety of choices in this conflict, including "collaborator," "bystander" or "rescuer."
- that rescuers needed to possess a variety of characteristics, including: bravery, morality, quick thinking, moral strength, independence, ability to live with fear, and democratic.
- how non-Jews in Nazi-occupied Europe helped Jews during the Holocaust.
- that rescuers were confronting the loss of their lives and careers and risking the fate of family members to accomplish their goals.
- that rescuers were faced with many obstacles, including non-cooperation from friends, family and neighbors, lack of resources, and the Nazi application of "collective responsibility."
- that rescuers often thought that their actions were not special nor heroic.
- that factors such as Denmark's geography and peoples' attitudes, and the role of Bulgaria's church were critical in saving their nations' Jews.
- war can complicate a nation's priorities in saving victims of human rights violations.
- that concentration camps were liberated by victorious Allied forces (American, British, Soviet) as WWII was concluded.
- the general and hypothetical lessons studied in the early part of the course may be applied to concrete historical examples.
- that surviving Nazis were pursued and tried when captured.
- a variety of Nazi leaders- military, political, and corporate- faced war crimes tribunals.
- war crimes trials were held for many decades following the end of WWII.

- the State of Israel captured Adolph Eichmann in Argentina and tried and executed him in Israel in the 1960s.
- the maxim, "Those who fail to learn the lessons are condemned to repeat its mistakes," applies to the lessons of the Holocaust.
- survivors often could not return home and were confronted with choices such as emigration to other countries, including the United States and Israel.

Students will be skilled at:

- analyzing documents, stories, photos, and film in regards to resistance of the Nazis and the post-Holocaust world.
- comparing documents and testimonials in regards to resistance of the Nazis and the post-Holocaust world.
- discovering causes and effects in regards to resistance of the Nazis and the post-Holocaust world.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Resistance and Rescue Analysis- Students will discuss forms of rescue. Students will study, research, and present backgrounds of rescuers: general and specific; personal characteristics; prominent rescuers; future fate. Students will evaluate actions taken (and not taken) by the rest of the world, including the United States. Students will watch parts of a film and respond to prompts connected to resistance and rescue. (i.e., Defiance, The Counterfeiters and Band of Brothers: Liberation) Students will read selected testimonies from Echoes & Reflections in regards to resistance and rescue. Students will read parts of The Children of Willesden Lane in regards to resistance and rescue and write a "found poem."

International Military Tribunal Discussion - Students will discuss the Nuremberg War Trial and other trials of Nazis.

The Reader Analysis - Students will watch excerpts from The Reader and make connections to issues being discussed, especially those regarding morality and justice.

Eichmann Trial Analysis - After discussing the Eichmann trial, students will watch parts of Operation Finale and read "The True Story of 'Operation Finale'" from the Smithsonian Magazine

Why is there Holocaust Denial? - After discussing the plight of survivors, students will watch parts of Denial and then brainstorm in small groups the best ways to combat Holocaust denial.

Holocaust Memorial Project - Students will create a proposed Holocaust memorial project in Cranford to describe the importance of "Never Forgetting".

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Research project on individual rescuers or groups, comparing and contrasting with other heroic historical figures.
- Read and react to articles such as "I Did What Everyone Should Have Done" or "Weapons of the Spirit," emphasizing students' reactions to acts of courage.
- Conduct a mock trial of Nazi war criminals.
- Compare and contrast the Nuremberg trials with other war crime trials, past and more recent.
- Create a chart listing Nuremberg defendants, position in Nazi hierarchy, charges, verdicts, and sentences.

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts as related to Holocaust and Genocide theory as discussed in this unit. They will explain in narrative form

how their chosen artifacts reflect concepts discussed in class.

Summative Assessments:

- Nominate a rescuer to be honored by the world for heroic actions during the Holocaust. Defend the nomination of an individual worthy of the student's definition of a hero.
- Provide profiles of Nuremberg defendants and students make judgments on what they should be charged with (Facing History and Ourselves).
- Create posters dealing with concepts of human rights, prejudice, ethnic strife, etc.
- Create a proposed Holocaust memorial project in Cranford to describe the importance of "Never Forgetting".
- Take objective test on key terms, concepts, events, and personalities

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Films: *Defiance, The Counterfeiters, Band of Brothers: Liberation, Operation Finale, Denial, The Reader*

Books: *The Children of Willesden Lane, The Holocaust: Historical Case Studies*

Echoes & Reflections - selected testimonies

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.