

Unit 5: Resistance and the Aftermath of the Holocaust

Content Area: **Social Studies**
Course(s):
Time Period: **Semester 2**
Length: **~4 Weeks / ~14 Class Meetings**
Status: **Published**

Unit Introduction

In Unit 5, students will study the various forms of resistance, intervention, and rescue that occurred during the Holocaust. Students will understand the Holocaust as unique among world genocides in that extermination of specific groups was the central goal, not incidental to a broader plan that is in other world genocides. Students will then study the Nuremberg Trials and other documents to discuss the question of responsibility for the Holocaust. Principles of international law emanating from the Holocaust are studied, as well as the present-day challenge from those who deny the Holocaust and emulate Nazi ideology.

Standards

LA.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.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.i	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.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4	Students will assess responses to social inequality.
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

Essential Questions

- What was the significance or role of resisters during the Holocaust?
- What was the response of the liberators of the camps?
- How did the world react to the Holocaust, and what did they know / not know?
- What were the challenges facing survivors after their liberation?
- What were the debates regarding the creation of a Jewish homeland?
- Who was responsible for the Holocaust?
- How can a notion of "justice" be served in punishing the Nazis and their collaborators?
- What is acceptable and unacceptable in war and what constitutes a war crime?

Content / Skills

Students will be able to understand:

- Political, business, and religious institutions also cooperated or defied the Nazis depending on various reasons and motivations.
- The Holocaust led to a surge in international legal attempts to define and protect human rights worldwide.
- There are comparisons and contrasts between current and past genocides.
- Our modern system of accountability is based on the one established for the Nuremberg Trials.
- There is a responsibility to prevent future genocides.

Student Tasks:

- **Students will** describe and analyze the role of the collaborators, bystanders, victims, perpetrators, resisters and rescuers in the Holocaust.
- **Students will** evaluate the global response to the Holocaust.
- **Students will** identify and describe examples of Jewish and non-Jewish resistance.
- **Students will** describe the purpose of the Nuremberg Trials and identify the principles of international law established by the Nuremberg Trials.
- **Students will** assess the relationship between the Holocaust and the establishment of the State of Israel.
- **Students will** analyze Holocaust denial and its role in modern anti-Semitism.
- **Students will** express an informed opinion on the question of culpability and responsibility for the Holocaust.
- **Students will** analyze the long-term effects of conflict in terms of fostering enmity and discrimination between groups.