

Unit 4: The Holocaust

Content Area: **Social Studies**
Course(s):
Time Period: **Semester 2**
Length: **~9 Weeks / ~30 Class Meetings**
Status: **Published**

Unit Introduction

In Unit 4, students will examine the evolutionary process of Nazi policy culminating in the mass murder of 6 million Jews and other groups targeted for extermination. Students will understand the Holocaust as unique among world genocides in that extermination of a group was the central goal, not incidental to a broader plan as in other world genocides. Students will explore the various stages of genocide and the non-Jewish victims of the Holocaust. Students will analyze how WWII provided a "cover" for the Holocaust, allowing for the widescale use of ghettos and concentration camps. Students will study the main figures of the Wannsee Conference and analyze how their ideas led to the "Final Solution."

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 were the early stages of the Holocaust?
- Who were the non-Jewish victims, and why were they targeted?
- How did victims respond to concentration/death camp programs and experiences?
- How did nations, groups, and individuals respond to the Holocaust?
- How did WWII provide a cover for the Holocaust?
- What was the Final Solution?
- What were the methods used by the Nazis to carry out the Final Solution?
- Who was responsible for the Holocaust?

Content / Skills

Students will be able to **understand**:

- Nazis targetted vulnerable non-Jewish groups for various reasons.
- Ghettos were established as a step towards the final solution and also as a method of large-scale murder.
- World War II provided the Nazis with a cover to carry out the Final Solution.
- Non-Jewish European collaborators played a key role in assisting the Nazis in exterminating the Jews.
- Political, business, and religious institutions also cooperated or defied the Nazis depending on various reasons and motivations.

Student Tasks:

- **Students will** describe the operations and conditions of Nazi concentration and death camps.
- **Students will** identify the non-Jewish victims of the Holocaust.
- **Students will** explain the origins, main ideas, and effects of the Final Solution.
- **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.