

LOCALLY DEVELOPED COURSE OUTLINE

Holocaust Studies15-3

Holocaust Studies25-5

Holocaust Studies35-5

Submitted By:

The Foothills School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2020	08/31/2024	Developed	Authorization	G10
25-5	125.00	09/01/2020	08/31/2024	Developed	Authorization	G10
35-5	125.00	09/01/2020	08/31/2024	Developed	Authorization	G10

Course Description

The 15-level course will provide students the opportunity to comprehensively explore the Holocaust from the pre-war era through the establishment and implementation of the ghetto system. The course is meant to be an extension/supplement of the learning students engage in through both social studies and English language arts. Major topics will include: the Jewish experience (pre-war), Nuremberg laws, Kristallnacht, Ghetto life, and the work of the Einsatzgruppen. Additional time will also be given to: hiding and escape; specifically the Kindertransport.

The 25-level course will provide students the opportunity to comprehensively explore the Holocaust from the approximately 1940 and the establishment of the camps, through the death marches and liberation. The course is meant to be an extension/supplement of the learning students engage in through both social studies and English language arts. Major topics will include: Sonderkommando, Final Solution, the Partisans, and Canadian involvement. Additional time will also be given to: hiding, escape, and other persecuted groups.

The 35-level course will provide students the opportunity to comprehensively explore the Holocaust from the approximately 1944 and the liberation of the camps, through the establishment of Israel, and modern antisemitism. The course is meant to be an extension/supplement of the learning students engage in through both social studies and English language arts. Major topics will include: Displaced Persons camps and life after the war, the Nuremberg Trials, and the Eichmann Trial. Additional time will also be given to: The Righteous Among Nations, and Holocaust denial.

Students will engage with a number of historical sources including newspapers from the time, memoirs, films, and survivor testimony.

While teachers who administer the course should have a comprehensive understanding of Jewish traditions and life before, during, and after the events of the Holocaust; additional training can be accessed through the Calgary Jewish Federation, Facing History and Ourselves, the United States Holocaust Memorial Museum, Yad Vashem etc. Teachers will employ lessons and resources available through Echoes and Reflections, the United States Holocaust Memorial Museum (USHMM), Yad Vashem, and others.

The approach to this LDC has been designed through being mindful of the [USHMM guidelines for teaching about the Holocaust](#):

1. Define the term “Holocaust”

2. The Holocaust was not inevitable
3. Avoid simple answers to complex questions
4. Strive for precision of language
5. Strive to balance the perspective that inform your study of the Holocaust
6. Avoid comparisons of pain
7. Avoid romanticizing history
8. Contextualize the history
9. Translate statistics into people
10. Make responsible methodological choices

As per Yad Vashem: The World Holocaust Center; each portion of the courses must be taught with a “safe-in, safe-out” policy. Student emotional well-being and processing time is vital. While these courses are designed to take students through one of history’s darkest periods, teachers must strive to provide students with islands on which to safely land and process what they have seen, read, or discussed.

Course Prerequisites

No prerequisite required for Holocaust Studies 15

Holocaust Studies 25 will require a prerequisite in Holocaust Studies 15

Holocaust Studies 35 will require prerequisites in both Holocaust Studies 15 and 25

Sequence Introduction (formerly: Philosophy)

“Understanding how and why the Holocaust occurred can inform broader understandings of mass violence globally, as well as highlight the value of promoting human rights, ethics, and civic engagement that bolsters human solidarity at the local, national, and global levels. Examination of the systematic persecution and murder of Europe’s Jews raises questions about human behaviour and our capacity to succumb to scapegoating or simple answers to complex problems in the face of vexing societal challenges. The Holocaust illustrates the dangers of unchecked prejudice, discrimination, antisemitism and dehumanization. It also reveals the full range of human responses - thereby raising important considerations about societal and individual motivations and pressures that lead people to act as they do - or to not act at all.” (retrieved from:

<https://unesdoc.unesco.org/ark:/48223/pf0000248071/PDF/248071eng.pdf.multi>)

Course is designed to be delivered sequentially as topics are arranged chronologically. Each course contains a section on Hiding/Escape/Righteous this is designed as an opportunity to weave specific survivor/victim testimony through the course. The Holocaust Education LDC should be an exploration of the stories of individuals. As per the USHMM guidelines, an attempt must be made to, “Translate statistics into people”.

15- 1933-1940 (3 credit)

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Pre-war

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Nuremberg Laws

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Nazi Propaganda

.

Kristallnacht

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Kindertransport

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Ghettos

- Judenrat

- Einsatzgruppen

- Hiding/Escape

- Anti Semitism

- Other persecuted groups

25- 1940-1944 (5 credit)

- Camps

- Sonderkommando

- Final Solution

- Partisans

- Canadian involvement

- Death marches/Liberation

- Escape, Hiding

- Anti Semitism

- Other persecuted groups

35- 1944- Present (5 credit)

- Displaced Persons Camps

- After the war- Exodus and other stories of immigration

- Nuremberg Trials

- Establishment of Israel

- Trial of Eichmann

- Holocaust denial

- Modern Antisemitism

- The Righteous Among Nations

Student Need (formerly: Rationale)

Students, specifically in this age group, have a natural curiosity about World War II, and particularly with regards to the events leading up to and following the Holocaust. These three LDC courses have been designed to extend student learning beyond what has traditionally been taught through novel studies in ELA where character development is done through a study of crimes against humanity; and extend upon the nationalism units in grade 11. These courses are designed to help students understand the concepts of hatred, racism, discrimination, and prejudice.

The Holocaust currently resides as a subtopic in grade 11 within nationalism. Teachers frequently find they do not have the time to delve as deep into the topic as they would like to as the program must continue moving forward. Likewise, ELA teachers at both the middle years and high school levels may choose to incorporate a novel study based on the Holocaust, but again there is a question of how much time to spend on the topic and how deep to dig into the topic. These LDC will provide students who are interested with the time, resources, and subject matter to truly explore the Holocaust from a number of sources.

Scope and Sequence (formerly: Learner Outcomes)

Students will understand the what, when where, why and how the Holocaust took place. This will include key historical events, which led to and resulted in the “final solution”.

Students will demonstrate understanding of the long-term effects of Holocaust on survivors, families, and society.

Students will develop broader understandings of “mass violence globally, as well as highlight the value of promoting human rights, ethics, and civic engagement that bolsters human solidarity at the local, national, and global levels” (retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000248071/PDF/248071eng.pdf.multi>).

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The Jewish Experience

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Know, understand, and be able to explain the progression of the Holocaust from 1933-1945

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Examine international response to Jewish refugees during and after the Second World War

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Historical Thinking Concepts

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Investigate the Holocaust by examining and utilizing primary and secondary sources

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Making Connections

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Understand and be able to explain that genocide is not restricted to the Holocaust.

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Think deeply about history and that impacts their present behaviours towards others.

Guiding Questions (formerly: General Outcomes)

- 1 Students will explore how the definition of the Holocaust impacts the study of this piece of history.**
- 2 Students will explore and evaluate the legalities related to the actions of the Nazi Party before, during, and after the war.**
- 3 Students will recognize and describe how the laws and policies of the Nazi party perpetuated the dehumanization of Jewish citizens.**
- 4 Students will explore and compare how individuals and nations responded to the events of the Holocaust, both during the event and in the decades following.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will explore how the definition of the Holocaust impacts the study of this piece of history.	15-3 25-5 35-5
1.1 Define: the Holocaust	X X X
1.2 Define: anti-Semitism	X X X
1.3 Know, understand, and be able to explain the progression of the Holocaust from 1933-1940	X
1.4 Know, understand, and be able to explain the continued progression of the Holocaust from 1940-1944	X
1.5 Know, understand, and be able to explain the impact of the Holocaust from liberation through to present day.	X
1.6 Examine international response to Jewish refugees during and after the Second World War	X X X

2 Students will explore and evaluate the legalities related to the actions of the Nazi Party before, during, and after the war.	15-3 25-5 35-5
2.1 What was the difference between the lifestyles of rural and urban Jews before the war?	X
2.2 How did those lifestyles compare to the average non-Jew?	X
2.3 How does the enactment of the Nuremberg laws impact Jewish lives?	X
2.4 How does the reaction of global leaders during the Evian conference impact the growing Jewish refugee issue?	X
2.5 What was the purpose of the Wannsee conference in fulfilling the Nazi regarding the “Jewish problem”?	X
2.6 What effect does the enactment of the Final Solution have on Jews still living in ghettos?	X
2.7 How does the establishment of the international courts impact the trials of Nazi officials following the war?	X

2.8 What is the difference between the Nuremberg Trials and the subsequent Nuremberg Trials?	X
2.9 What was the role of National Tribunals in trying Nazi war criminals?	X
2.10 What is the difference between the trials immediately following WWII and the Eichmann trial?	X

3 Students will recognize and describe how the laws and policies of the Nazi party perpetuated the dehumanization of Jewish citizens.	15-3 25-5 35-5
3.1 How did Nazi Propaganda influence the dehumanization of the Jews and other targeted groups?	X
3.2 What effects did the Nuremberg laws, Nazi Propaganda, and Kristallnacht have on the daily lives of Jews?	X
3.3 How did the establishment of Ghettos in major centers affect Jews?	X
3.4 What was the relationship between the Judenrat and Jewish dehumanization?	X
3.5 How did the establishment of the camp system impact life in the ghettos?	X
3.6 What was the relationship between the Einsatzgruppen and dehumanization?	X
3.7 3.7. How did the establishment of the camp system impact life in the ghettos?	X
3.8 What was the relationship between the Einsatzgruppen and the Schutzstaffel (SS)?	X
3.9 How did the work of the Sonderkommando influence life expectancy?	X
3.10 What was the role of death marches in continued dehumanization of all targeted groups?	X
3.11 How did the forces of hope and loss interact on a daily basis in the camps?	X
3.12 What was the role of allied forces in the liberation of camps?	X

3.13 What was the relationship between Displaced Persons camps and continued facelessness of survivors?	X
3.14 How did the reaction of British Mandate Palestine affect Jewish refugees?	X
3.15 How did events following the war perpetuate or end the dehumanization of Jews?	X
3.16 What was the role of the arts in survival/healing?	X

4 Students will explore and compare how individuals and nations responded to the events of the Holocaust, both during the event and in the decades following.	15-3 25-5 35-5
4.1 What was the response of ‘locals’ to the acts of the Nazis against the Jews?	X
4.2 What was the role of international refugee agencies in meeting the needs of Jews looking to leave Europe?	X
4.3 What was the difference between the Kindertransport and other means of escape?	X
4.4 What was the role of the Partisans and the Warsaw ghetto uprising in fighting back against the Nazis?	X
4.5 How does Canada’s reaction to Jewish immigration impact refugees?	X
4.6 What was the reaction of other nations to requests for refuge by the Jews?	X
4.7 What is the purpose of Yad Vashem’s Righteous Among the Nations in continuing to tell the Holocaust story?	X
4.8 What role did the establishment of Israel play moving lives forward following the war?	X
4.9 What effect did being a Holocaust survivor have on survivors in Israel and other nations?	X
4.10 What effect does Holocaust denial have on today’s society?	X
4.11 What is the difference between antisemitism pre-WWII and antisemitism today?	X

Facilities or Equipment

Facility

No unique facilities required.

Facilities:

Equipment

No unique equipment required.

Learning and Teaching Resources

No specific resources are required to deliver the course.

Sensitive or Controversial Content

As per Yad Vashem: The World Holocaust Center; each portion of the courses must be taught with a “safe-in, safe-out” policy. Student emotional well-being and processing time is vital. While these courses are designed to take students through one of history’s darkest periods, teachers must strive to provide students with islands on which to safely land and process what they have seen, read, or discussed.

The study of the Holocaust will inherently contain a number of sensitive and controversial issues. However, studying controversial issues is an vital part of student learning and is important in preparing students to participate responsibly in society. These courses provide students with opportunities to develop the ability to think, reason, be open-minded, and respectful while exploring different points of view related to the Holocaust.

Resources chosen by the teacher will reflect the maturity and educational level of the students.

The Holocaust Studies teacher will screen all films. It is recommended that a letter of intent be sent home to parents at the beginning of the course, which lists the prospective films that will be viewed during the course.

Issue Management Strategy

NA

Health and Safety

No directly related health and safety risks

Risk Management Strategy

NA

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

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Social Studies 10-1 and 10-2

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Social Studies 20-1 and 20-2

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Social Studies 30-1 and 30-2

Identified Overlap/Similarity

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identify overlap or similarity here (if none, state "none" – shows comparison occurred)

Reasoning as to Why Locally Developed Courses Is Necessary

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The intent of the course would not be to teach content and analyze the political systems of World War II (as per Social Studies 20-1 and Social Studies 20-2), but rather investigate the effects of those political systems on primarily Jewish citizens, along with others.

Locally Developed Courses with Overlap and/or Similarity

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European History (AP) 35
Identified Overlap/Similarity

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Overlap with skills developed in European History
Reasoning as to Why Locally Developed Courses Is Necessary

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Although European history builds the skills of historical thinking that would complement this course, this course applies it deeply to the story of the Jewish peoples and understanding the cause and impact of specific events and experiences throughout history.

Locally Developed Courses with Overlap and/or Similarity

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Big History 15
Identified Overlap/Similarity

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None
Reasoning as to Why Locally Developed Courses Is Necessary

.
not applicable

Student Assessment

No specific assessments are required for the course.

Course Approval Implementation and Evaluation

no specific processes

