

Proposed Course Objectives for the Holocaust Elective Framework

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Historical Inquiry: Thinking, Analysis, and Interpretation

Overarching Focus: The objectives in this section equip students with the historical thinking skills that foster inquiry as they engage in a comprehensive study of the Holocaust. This includes being able to assess the credibility of sources, analyze historical perspectives, and interpret data. Students will also be able to articulate the impact of stereotypes and biases, interpret chronological sequences through timelines, and engage with geographical elements to identify and discuss key aspects of the Holocaust. When used with the content to teach the historical objectives, these skills will help teachers integrate inquiry while enabling students to deepen their understanding of the Holocaust.

The skills-based objectives in this section are intended to be taught alongside objectives from other sections. It's important to note that the suggested examples of classroom assessment activities are skill-based and can be used with any content material. Each example is designed to be used with multiple topics and at various points throughout the course.

1. Assess the credibility of primary and secondary sources on the Holocaust in terms of origin, authority, reliability, literary significance, and context.
2. Analyze historical perspectives describing the Holocaust or other genocides through the experiences of those who were there, as revealed through literature, diaries, letters, debates, arts, artifacts, etc.
3. Analyze multiple perspectives of individuals and groups through the practice of historical empathy by examining differing motives, beliefs, actions, and desired outcomes.
4. Summarize how stereotyping and bias contribute to the misinterpretation and denial of the complex history of the Holocaust.
5. Interpret data presented in charts, graphs, tables, and timelines to place the events of the Holocaust in a historical context.
6. Use geographic tools to describe and visualize the geography of the Holocaust.

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Antisemitism

Overarching Focus: The objectives in this section focus on the rich tapestry of Jewish culture and history in Europe, providing a framework to teach the causes of antisemitism and the impact it has had throughout history before and after the rise of Hitler and the Nazis. Historically, antisemitism has led to the isolation and persecution of Jews. In the 19th century, antisemitism evolved with the rise of nationalism and pseudo-scientific racial theories. Jews were targeted as a threat to the purity of the “Aryan race”, contributing to discriminatory policies and propaganda. The 20th century witnessed horrifying acts of antisemitism during the Holocaust.

It is intended that the objectives in this section on antisemitism be taught along with the objectives of other sections, such as Hitler's rise to power, Jewish life in Europe after his rise to power, the spread of Nazi aggression, and global responses to the Holocaust.

1. Define **antisemitism** according to the "[Never Again Education Act](#)".
2. Summarize the history of relations between Jews and non-Jews in European societies leading up to the Holocaust.
3. Distinguish between different forms of antisemitism and how they have impacted Jewish communities throughout history, including modern-day manifestations.
4. Explain the impact of antisemitism and its tenets, on groups and societies from ancient times through the twenty-first century.
5. Analyze art, propaganda, symbols, and other forms of communication to draw comparisons across eras about the beliefs and behaviors associated with antisemitism.
6. Explain how the Nazi Party gained popularity using antisemitism and presenting Jews as the source of political, economic, and social problems in pre-WWII Germany.
7. Explain how prejudice, stereotypes, bias, scapegoating, and discrimination contributed to the Holocaust and global responses to the Holocaust.

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The Rise of Hitler and Nazi Germany

Overarching Focus: The objectives in this section focus on German nationalism, the rise of Adolf Hitler, Nazi Germany, and Nazi policies and laws from 1933-1938. Students will recognize the deeper connections between Nazi racial ideology, propaganda, policies, and laws, and how these impacted Jews and other groups. They will explore the similarities and differences between Social Darwinism, Manifest Destiny, and the German pursuit of physical geographic space while gaining a fundamental understanding of the rationales presented by the Nazis regarding their quest for racial purity.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

1. Describe the diverse range of Jewish culture, tradition, and experiences prior to the Holocaust.
2. Summarize how German nationalism and the rise of Hitler were influenced by both historical and cultural factors.
3. Distinguish the connections between Social Darwinism, Lebensraum, euthanasia, eugenics, and America's concept of Manifest Destiny.
4. Identify the various groups the Nazis targeted for state-sponsored persecution.
5. Describe the role of propaganda, conspiracy theories, and the media in promoting Nazi ideology.
6. Describe Nazi policies and laws from 1933-1938 in terms of their ability to consolidate power, disenfranchise, and separate groups from society.
7. Describe the Nazi motivations for pursuing racial purity and the various ways they tried to secure a pure "Aryan" race.
8. Explain how Nazi ideology impacted the behavior of individuals and groups.
9. Describe how the Nazis used euphemisms to disguise their actions against Jews and those considered political enemies of the state.
10. Define the *Holocaust* according to the "[Never Again Education Act](#)".

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Nazi Aggression, Expansion, and Terror

Overarching Focus: The objectives in this section focus on the methods of terror, violence, and political manipulation used by the Nazis to consolidate power and spread their antisemitic ideology. Students will understand that the Holocaust was comprised of intentional methods to isolate, alienate, persecute, and annihilate Jews. They will understand the impact of Nazi Germany's territorial expansion that gave Hitler the access and cover needed to carry out genocide. Students will also understand that some choices impacted legalizing discrimination and fueling hatred, while other choices facilitated resilience, resistance, and rescue.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

1. Identify the individuals, groups, and nations that served as allies of the Nazi regime and the reasons for their alliance with the Nazis.
2. Summarize the opportunities and challenges involved in emigration from Nazi-controlled areas of Europe.
3. Explain the causes and effects of key turning points on Jews in Germany and Nazi-controlled territories, 1937-1941.
4. Describe the role that perpetrators, collaborators, bystanders, resisters, and rescuers played before, during, and after the Holocaust.
5. Use primary and secondary sources to determine what governments and citizens around the world knew about the mass murder of Jews during World War II.
6. Compare how media outlets in different parts of the world reported on the Nazi regime, persecution of Jews, and the Holocaust before and after the outbreak of war.
7. Describe the various forms of resistance, in Germany and Nazi-occupied territories, to the Nazi regimentation of society.
8. Explain how the events of World War II and the Holocaust are connected.
9. Compare the actions of both the United States and Germany at the outset of WWII in terms of how government actions impacted the lives of citizens.
10. Describe the different methods used by the Nazis to carry out the Final Solution.

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Jewish Life In Europe After Hitler's Rise to Power

Overarching Focus: The objectives in this section focus on Jewish life after Hitler came to power in Germany. Students will explore the motivations behind the creation of ghettos and camps, as well as the way each functioned. Students will also analyze the infrastructure and bureaucratic systems that supported the Nazi genocide in Germany and its occupied territories. The objectives of this section are intended to emphasize the role of various forms of resistance and how those efforts contributed to the preservation of Jewish traditions and identity beyond World War II.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

1. Explain the reasoning for the creation of ghettos under the Nazi regime and how they functioned.
2. Categorize Nazi camps by type and purpose.
3. Describe life in different types of camps.
4. Explain how the Nazi infrastructure of transportation and other bureaucratic systems were used to enable the deportation and annihilation of Jewish people and other enemies of the state.
5. Use primary source evidence such as artifacts, survivor testimony, and diary entries to describe the challenges of life in the various camps and ghettos of German-occupied territories.
6. Describe various survival and resistance strategies used by men, women, and children in the camps and ghettos.
7. Explain how acts of resistance by Jews, non-Jews, youth, women, and formal resistance forces contributed to prolonging or ensuring the survival of those targeted by the Nazis.
8. Distinguish ways in which various forms of resistance can be seen as a means to preserve Jewish identity and culture for survivors of the Holocaust.

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Global Responses to the Holocaust: Before, During, and After

Overarching Focus: The objectives in this section focus on how international communities responded to the Holocaust both during and after World War II. Students will understand the attitudes, values, and beliefs that impact international decisions and policies regarding Jewish immigration. Students will also examine the historical and cultural importance of the Nuremberg trials and the establishment of the State of Israel.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

1. Differentiate significant global responses to the Holocaust during and after WWII.
2. Explain how stereotypes, propaganda, and isolationist policies impacted immigration laws and policies around the world regarding Jews and others targeted by the Nazis.
3. Use primary and secondary sources to help demonstrate ways in which the Allies used the Nuremberg Trials to expose crimes against victims of the Holocaust.
4. Explain the establishment of the State of Israel and its influence on Jewish immigration after World War II.
5. Summarize the success of post-war efforts in prosecuting perpetrators of crimes of Nazism.

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Liberation and Legacy

Overarching Focus: The objectives in this section will focus on the liberation of camps and the aftermath and lasting impact of the Holocaust. Students explore the demographic changes caused by the Holocaust. Additionally, they will explore the denial and distortion of facts about the Holocaust. Understanding the legacy of the Holocaust will provide students with an understanding of the significance of memorialization and commemoration of this tragedy.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

1. Describe the challenges survivors faced in rebuilding their lives after the Holocaust.
2. Summarize the importance of museums, monuments, and memorials in commemorating the Holocaust and preserving historical record.
3. Explain the impact of stolen goods on Jewish heritage, history, and survivors.
4. Describe the resilience of Holocaust survivors to Nazism, antisemitism, and discrimination from 1933 to the present day.
5. Compare the differing interpretations in the study of the Holocaust by German and American historians.
6. Summarize the changes in Jewish demographic trends following the Holocaust.
7. Define denial and distortion according to the "Never Again Education Act".
8. Analyze the social, cultural, and political effects of Holocaust denial on contemporary societies.
9. Classify misinformation and disinformation related to Holocaust distortion and denial.

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Genocide

Overarching Focus: The objectives in this section focus on the definition and study of genocide. Examining both historical and contemporary examples of genocide, students will learn about the stages of genocide and critically analyze the motivations behind international responses to various genocides throughout the 20th and 21st centuries. Students will consider how individuals and governments can take informed action to prevent or mitigate future tragedies and genocides.

It is intended that the objectives in this section on genocide be taught along with the objectives of other sections, such as the spread of Nazi aggression and terror and global responses to the Holocaust.

1. Define genocide according to the United Nations.
2. Identify genocides of the 20th and 21st centuries.
3. Compare the motivations for and effects of international responses to various genocides of the 20th and 21st centuries.
4. Identify the stages of genocide.
5. Design a hypothetical outline of procedures individuals or governments could use to respond to various stages of genocide.

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