

The Holocaust unit overview

1	<b>History of Antisemitism</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Ancient origins – deicide, association with the devil, Jews as the anti-Christ that undermines society</li> <li>2. Middle Ages – blood libel, desecration of the host, Jewish badges, usury</li> <li>3. Early Modern – conspiracy theories (<i>link to Jews as the anti-Christ that undermines society</i>)</li> <li>4. Modern concepts of race</li> </ol>	<p>How does antisemitism, a 2,000+ year old form of discrimination, set a precedent for the Nazis in their reshaping of antisemitism?</p> <p>What is at stake for a society when minorities are vulnerable to persecution, discrimination, and injustice?</p> <p>In what ways are race and racism modern ideologies?</p>
2	<b>Diversity of Pre-War Jewish Life</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Secular and religious</li> <li>2. Urban and rural</li> <li>3. Assimilated and traditional</li> <li>4. Nationalist, Bundist, Socialist, Zionist, etc.</li> </ol>	<p>In what ways do Jews differ in how they define their identity?</p> <p>How does geographical location impact Jewish religious, cultural and political affiliation?</p> <p>In what ways do Jews reflect their Jewish identities in everyday life?</p> <p>Why is it important to learn about pre-war Jewish life and identity?</p>
3	<b>1919 The Aftermath of WWI</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. German socio-political and economic response to the Treaty of Versailles</li> <li>2. Collapse of Weimar Republic</li> <li>3. The Great Depression</li> </ol>	<p>Explain why there was an increase in antisemitic conspiracy theories in the post-WWI context.</p> <p>How did the failure of collective security and the conflict of ideologies in post-war Europe contribute to the popularity of Nazism?</p>

4	1933-1939 Nazi Germany	Content Knowledge	Critical questions to guide enduring understandings
		<ol style="list-style-type: none"> <li>1. Nazi rise to power</li> <li>2. Structure of the Nazi regime (dictatorial Fuhrer-state AND popular People's state)</li> <li>3. Nazi propaganda and indoctrination</li> <li>4. Historiographical debate: <i>coercion</i> versus <i>consensus</i></li> <li>5. Persecution of non-Jewish victim groups, T4 program</li> <li>6. Policies of racial hygiene</li> <li>7. The process of destruction</li> <li>8. Defamation (anti-Jewish actions in public)</li> <li>9. Discrimination (exclusion from society, anti-Jewish legislation)</li> <li>10. Definition (Nuremberg laws)</li> <li>11. <i>Kristallnacht</i> as a turning point and intensification of systematic anti-Jewish violence</li> <li>12. Expropriation (<i>Aryanisation</i>)</li> <li>13. Expulsion (forced emigration)</li> <li>14. Dachau – the model for the camp system</li> </ol>	<p>How did the Nazis maximise on the tensions that existed in post-WWI Germany to consolidate power and promote a strong national community? Consider how quickly political parties, labour unions, civil service, education system, state/local government all were “coordinated”.</p> <p>How were Germans encouraged to think and act in order to ensure the racial purity of the German community?</p> <p>Describe the use and success of Nazi propaganda. How is language and imagery used to exclude, to distinguish and to discriminate?</p> <p>How did the social and political climate in Germany contribute to the success of Nazi racial policies?</p> <p>In what ways did Nazi apply pseudo-scientific beliefs to isolate, target, and murder, Germans not deemed for inclusion in the Reich?</p> <p>How does the condition of statelessness make it easier for a country to conduct a campaign of genocide?</p> <p>What are some ways that Jewish people responded to the escalation and implementation of Nazi policies?</p> <p>What was the global response to the increasing attempts of Jewish migration?</p> <p>In what ways does Dachau serve as a prototype for the concentration camp system? Why was it important for the Nazis to publicise this camp and the Communists, the first inmates?</p>

5	Ghettos	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. The invasion of Poland as marking the beginning of WWII and the process of ghettoization</li> <li>2. Life and death in the ghettos – a general introduction to the establishment of ghettos and the living conditions found there</li> <li>3. <i>Choiceless Choices</i></li> <li>4. The establishment of the <i>Judenrat</i> (Jewish councils) <ul style="list-style-type: none"> <li>- Case studies: Lodz (Mordecai Rumkowski), Warsaw (Chaim Czerniakow)</li> </ul> </li> <li>5. Jewish police</li> <li>6. An exploration of the ethical problems of passing judgment on the past</li> </ol>	<p>Why was the significance of the Nazi-Soviet invasion of Poland to the beginnings of, what will later be known as, the Holocaust?</p> <p>In what ways did a ghetto during the Holocaust differ from the way we think of a ghetto today? How are they similar?</p> <p>How did bystanders support the Nazi actions in the establishment of ghettos?</p> <p>In what ways was life lived in the ghetto? What were some ways that Jews attempted to keep a certain amount of ‘normalcy’ and their dignity under these conditions?</p> <p>Why did the Nazis establish a <i>Judenrat</i> in the ghetto? Why do you think that the Germans themselves didn’t govern the ghettos?</p> <p>Describe the complexity of the ethical dilemmas Jews faced in the ghettos.</p>
6	Resistance	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Ghetto resistance, partisan warfare, hiding, camp resistance, spiritual and moral resistance</li> <li>2. Non-Jewish resistance and Righteous Among the Nations</li> </ol>	<p>What were the dilemmas for Jews in maintaining traditions and customs during the Holocaust?</p> <p>In the history of the Holocaust, upstanders are very few in number. What factors might influence this infrequency of behaviour?</p> <p>Jewish resistance in holocaust historiography was not addressed until very recently. What does this suggest about the nature of historiography?</p> <p>Consider Nechama Tec’s conclusion that most Righteous Among the Nations risked their lives to save Jews not because the victims were Jewish, but because they saw injustice being done. In what ways does this speak to the moral responsibility of an individual to society?</p>

7	<b>Einsatzgruppen, or mobile killing units</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Invasion of the Soviet Union</li> <li>2. The radicalization of Nazi policy by examining the open air shooting method of extermination</li> <li>3. Genocide in the shadow of military strategy</li> <li>4. Choices made by perpetrators</li> <li>5. Case Study: Australian War Crimes Trials &amp; Serniki</li> <li>6. Historiographical debates, i.e. Intentionalist vs Functionalist/Structuralist</li> </ol>	<p>What insights does the Holocaust give you into human behaviour?</p> <p>How do ‘ordinary men’ become genocidal mass murderers?</p> <p>How did perpetrators make sense of the orders given to them?</p> <p>What happened if they refused to shoot a Jewish person?</p> <p>What conditions make genocide possible?</p> <p>In what ways did the invasion of the Soviet Union reflect the basic tenets of Nazi ideology: racial purification and <i>lebensraum</i>?</p> <p>Why did the Germans rely on the help of locals to carry out the “Final Solution”?</p>
8	<b>Camps</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. The Nazi camp system – a general introduction to the historical context in which the camps are established; differences between Concentration, Work, Internment and Death camps</li> <li>2. Methods of deportation and transports</li> <li>3. Discussion of everyday life and conditions in the camps</li> <li>4. <i>Choiceless Choices</i> <ul style="list-style-type: none"> <li>- “community” of prisoners –hierarchy of inmates</li> <li>- <i>Kapos</i> – brutality and solidarity</li> <li>- <i>Sonderkommando</i> (special commando)</li> </ul> </li> <li>5. Death marches</li> <li>6. Historiographical debate on perpetrators: Browning-Goldhagen divide</li> </ol>	<p>Describe the development of the camp system with a critical analysis of how the concentration camps were an integral part of the Nazi German governing system?</p> <p>What have you learned about Nazi ideology that explains why there were no extermination camps in Germany?</p> <p>What do you consider to be the most significant consequences of Jews being forced to be part of their own destruction in the camp system?</p>

9	<b>Non-Jewish Victims of Nazi Persecution</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Discussion of various Nazi groups in order to reveal the similarities and differences between reasons for persecutions, i.e. Roma, Sinti, disabled people, vagrants, political opponents, Jehovah Witnesses, social outcasts, male homosexuals, etc.</li> </ol>	<p>Why were these groups considered “enemies” of the German nation?</p>
10	<b>Liberation</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Liberation of concentration camps</li> <li>2. Displaced persons camps and migration patterns</li> </ol>	<p>What obstacles did survivors still have to overcome after liberation?</p> <p>How were Survivors received in post-war Australia?</p> <p>Examine the question of restitution. How might this be a difficult and involved process? Who is included and excluded in this process?</p>
11	<b>Post-War Trials</b>	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Post-war trials: Nuremberg, various German/Austrian trials, Eichmann, Australia (Serniki)</li> </ol>	<p>In your opinion, what was the objective of these post-war criminal trials? Explain whether you think these aims were achieved?</p> <p>Consider the new legal terminology of “genocide” and “crimes against humanity”. Why was it necessary to create these phrases in an attempt to prosecute Nazi collaborators and perpetrators?</p> <p>In what ways do War Crimes trials grapple with making meaning out of this unprecedented world event?</p>

12	End of Course Reflections	<b>Content Knowledge</b>	<b>Critical questions to guide enduring understandings</b>
		<ol style="list-style-type: none"> <li>1. Characterise ‘perpetrators’, ‘bystanders’ and ‘resistors’</li> <li>2. Discuss Righteous Among the Nations</li> <li>3. Understand the importance of teaching this history, using Survivor testimony, and artefacts</li> <li>4. Consider the complexities of the victims’ <i>choiceless choices</i> and the ethical concerns of passing judgment on the past.</li> <li>5. Bystander issues today” reflect on other genocides and injustice in students’ own communities</li> <li>6. Active empathy: the importance of “rehearsing students for empathy”</li> </ol>	<p>What insights does the Holocaust give you into human behaviour and your ethical responsibility as a human being?</p> <p>How does the Holocaust test the limits of representation?</p> <p>Is it important for future generations to know about the events of the Holocaust?</p> <p>The persecution during the Holocaust was directed at specific groups, but the responsibility to stop future atrocities should not be the sole responsibility of those victimized. What are actions that you can adopt personally or in your school, workplace, and/or community that could have an impact on stopping future acts of intolerance?</p>