

**SAUGUS HIGH SCHOOL  
SOCIAL STUDIES DEPARTMENT**

**THE HOLOCAUST AND OTHER GENOCIDES**

**Teachers:** Ms. Alongi

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**School Year:** 2013-2014

**Course Description:** Holocaust and Other Genocides is a half-year elective course. Students will examine the history of the Holocaust, along with other genocides prior to and following the Holocaust.

Through teacher and guest lectures, memoirs, documentaries, featured films, and projects, the study of human behavior, this history of anti-Semitism and the European hatred toward the Jews, the rise of the Nationalist Socialist Party (Nazi) and Adolf Hitler in Germany, the horrors of the ghettos, concentration camps and death camps will be shared. The answer to the “Jewish question” in Europe with the implementation of the “final solution” and death camps will also be examined. Furthermore, students will investigate the aftermath of the Holocaust. Topics such as the Nuremberg Trials, anti-Semitism in Europe and the United States following World War II, and the creation of the Neo-Nazi Party in today’s world will be explored.

In addition, at end the semester students will be working in groups on a research project examining the horrors and brutality of another genocide (Armenia, Cambodia, Bosnia, Rwanda).

**Course Materials:**

- Resources: *Facing History and Ourselves: Holocaust and Human Behavior; The Holocaust and Genocide: The Betrayal of Humanity; The Hitler Legacy: A Dilemma of Hate Speeches and Hate Crime in a Post-Holocaust World*
- Documents: Documents include primary and secondary source documents, letters, journals, poems, etc.
- Resource Materials: Timelines, Maps, Critical Thinking, Reading, Study Guides, Active reading, Note-taking, Graphic Organizers, Power Points
- Strategies: Oral and silent reading, Identifying and defining key terms, people, places; Researching Activities (technology); Note-taking and outlining; Reviewing with worksheets, puzzles, writing short-answers, paragraphs and essays.
- Audiovisual: Relevant Art, music, and films.

- Interdisciplinary Materials: Language Arts, Math, Science, Sociology, Psychology, Economics, Religion, Art, Music, Drama, and Technology

**Course Objectives:**

- Analyze how both individual and national identities are formed and how these identities influence behavior and decision making.
- Identify the decisions Germany made following World War I and how these decisions led to Nazi Germany.
- Discuss how and why the German people allowed a totalitarian government to rule in Germany following World War I.
- Identify and analyze the key people, places, and events that together comprise of the Holocaust.
- Discuss the views of the rest of the world during and following World War II.
- Analyze the aftermath of World War II and the Holocaust.
- Identify and analyze key people, places, events, and ideas of other genocides prior to and following the Holocaust.

**Assessment:**

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|--|---------------------------|
| • Tests and Major Projects                         | 25%                       |
| • Homework, Class work, Participation, and Journal | 40%                       |
| • Quizzes and Minor Projects                       | 35%                       |
| • Final Exam/Project                               | 10% of Final Course Grade |

**Plagiarism:** Students are required to cite all sources. Assignments that are plagiarized will not be graded. Address all questions about plagiarism to Ms. Alongi, Mr. Smolski, or an English teacher.

**Email and Internet Policy:** Students are allowed and encouraged to email assignments to [jalongi@saugus.k12.ma.us](mailto:jalongi@saugus.k12.ma.us) or [bsmolski@saugus.k12.ma.us](mailto:bsmolski@saugus.k12.ma.us). **This email is for school use only.** All emails sent to this address will be saved for the duration of the school year. Updates, assignment reminders, and other pertinent information will be sent to this email account or X2. **You may ask for help and assistance on any school related issue.** Questionable content will be saved and reviewed with the Administration.

Letter sent by a principal to his teachers on the first day of school:

Dear Teacher:

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more human.

-Introduction of *Facing History and Ourselves: Holocaust and Human Behavior*