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**Locally Developed Courses**

# **Holocaust Studies**

For the 2024-2025 School Year

# Introduction to the Holocaust Studies Course Sequence

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*Subject: Social Sciences - Discipline: Social Science*

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“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 should be an exploration of the stories of individuals. As per the USHMM guidelines, an attempt must be made to, “Translate statistics into people”.

## Holocaust Studies 15- 1933-1940 (3 credit)

- Pre-war
- Nuremberg Laws
- Nazi Propaganda
- Kristallnacht
- Kindertransport
- Ghettos
- Judenrat
- Einsatzgruppen
- Hiding/Escape
- Anti Semitism
- Other persecuted groups

## Holocaust Studies 25- 1940-1944 (5 credit)

- Camps
- Sonderkommando
- Final Solution
- Partisans
- Canadian involvement
- Death marches/Liberation
- Escape, Hiding
- Anti Semitism
- Other persecuted groups

## Holocaust Studies 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

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 locally developed courses have been designed to extend student learning beyond what has traditionally been taught through novel studies in English Language Arts 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, English Language Arts 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 locally developed courses will provide students who are interested with the time, resources, and subject matter to truly explore the Holocaust from a number of sources.

## Courses in the Holocaust Studies Course Sequence

### Holocaust Studies 15 (LDC1787)

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.

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 sequenc 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
0. 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.

| No unique facilities required.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028

### Holocaust Studies 25 (LDC2787)

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.

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 sequence 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
0. 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.

| No unique facilities required.

Prerequisites:

- All of the following:
  - Holocaust Studies 15 (LDC1787)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2024-2025	2027-2028

### **Holocaust Studies 35 (LDC3787)**

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 sequence 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
0. 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.

| No unique facilities required.

Prerequisites:

- All of the following:
  - Holocaust Studies 25 (LDC2787)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

<b>Credit Level</b>	<b>First School Year</b>	<b>Last School Year</b>
5	2024-2025	2027-2028

# Curriculum Outline

Curriculum Elements		Holocaust Studies 15-3	Holocaust Studies 25-5	Holocaust Studies 35-5
1	<p><b>Topic</b></p> <p>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”.</p> <p>Students will demonstrate understanding of the long-term effects of Holocaust on survivors, families, and society.</p> <p>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” (unesco)</p>	✓	✓	✓
1.1	<p><b>General Outcome</b></p> <p>Students will explore how the definition of the Holocaust impacts the study of this piece of history</p>	✓	✓	✓
1.1.1	<p><b>Specific Outcome</b></p> <p>Define: the Holocaust</p>	✓		
1.1.2	<p><b>Specific Outcome</b></p> <p>Define: anti-Semitism</p>	✓		
1.1.3	<p><b>Specific Outcome</b></p> <p>Know, understand, and be able to explain the progression of the Holocaust from 1933-1940</p>	✓		
1.1.4	<p><b>Specific Outcome</b></p> <p>Know, understand, and be able to explain the continued progression of the Holocaust from 1940-1944</p>		✓	
1.1.5	<p><b>Specific Outcome</b></p> <p>Know, understand, and be able to explain the impact of the Holocaust from liberation through to present day</p>			✓
1.1.6	<p><b>Specific Outcome</b></p> <p>Examine international response to Jewish refugees during and after the Second World War</p>	✓	✓	✓
1.2	<p><b>General Outcome</b></p> <p>Students will explore and evaluate the legalities related to the actions of the Nazi Party before, during, and after the war.</p>	✓	✓	✓
1.2.1	<p><b>Specific Outcome</b></p> <p>What was the difference between the lifestyles of rural and urban Jews before the war?</p>	✓		
1.2.2	<p><b>Specific Outcome</b></p> <p>How did those lifestyles compare to the average non-Jew?</p>	✓		

<b>Curriculum Elements</b>		<b>Holocaust Studies 15-3</b>	<b>Holocaust Studies 25-5</b>	<b>Holocaust Studies 35-5</b>
1.2.3	<b>Specific Outcome</b> How does the enactment of the Nuremberg laws impact Jewish lives?	✓		
1.2.4	<b>Specific Outcome</b> How does the reaction of global leaders during the Evian conference impact the growing Jewish refugee issue?	✓		
1.2.5	<b>Specific Outcome</b> What was the purpose of the Wannsee conference in fulfilling the Nazi regarding the “Jewish problem”?		✓	
1.2.6	<b>Specific Outcome</b> What effect does the enactment of the Final Solution have on Jews still living in ghettos?		✓	
1.2.7	<b>Specific Outcome</b> How does the establishment of the international courts impact the trials of Nazi officials following the war?			✓
1.2.8	<b>Specific Outcome</b> What is the difference between the Nuremberg Trials and the subsequent Nuremberg Trials?			✓
1.2.9	<b>Specific Outcome</b> What was the role of National Tribunals in trying Nazi war criminals?			✓
1.2.10	<b>Specific Outcome</b> What is the difference between the trials immediately following WWII and the Eichmann trial?			✓
1.3	<b>General Outcome</b> Students will recognize and describe how the laws and policies of the Nazi party perpetuated the dehumanization of Jewish citizens.	✓	✓	✓
1.3.1	<b>Specific Outcome</b> How did Nazi Propaganda influence the dehumanization of the Jews and other targeted groups?	✓		
1.3.2	<b>Specific Outcome</b> What effects did the Nuremberg laws, Nazi Propaganda, and Kristallnacht have on the daily lives of Jews?	✓		
1.3.3	<b>Specific Outcome</b> How did the establishment of Ghettos in major centers affect Jews?	✓		
1.3.4	<b>Specific Outcome</b> What was the relationship between the Judenrat and Jewish dehumanization?	✓		
1.3.5	<b>Specific Outcome</b> How did the establishment of the camp system impact life in the ghettos?	✓		

Curriculum Elements		Holocaust Studies 15-3	Holocaust Studies 25-5	Holocaust Studies 35-5
1.3.6	<b>Specific Outcome</b> What was the relationship between the Einsatzgruppen and dehumanization?	✓		
1.3.7	<b>Specific Outcome</b> How did the establishment of the camp system impact life in the ghettos?		✓	
1.3.8	<b>Specific Outcome</b> What was the relationship between the Einsatzgruppen and the Schutzstaffel (SS)?		✓	
1.3.9	<b>Specific Outcome</b> How did the work of the Sonderkommando influence life expectancy?		✓	
1.3.10	<b>Specific Outcome</b> What was the role of death marches in continued dehumanization of all targeted groups?		✓	
1.3.11	<b>Specific Outcome</b> How did the forces of hope and loss interact on a daily basis in the camps?		✓	
1.3.12	<b>Specific Outcome</b> What was the role of allied forces in the liberation of camps?		✓	
1.3.13	<b>Specific Outcome</b> What was the relationship between Displaced Persons camps and continued facelessness of survivors?			✓
1.3.14	<b>Specific Outcome</b> How did the reaction of British Mandate Palestine affect Jewish refugees?			✓
1.3.15	<b>Specific Outcome</b> How did events following the war perpetuate or end the dehumanization of Jews?			✓
1.3.16	<b>Specific Outcome</b> What was the role of the arts in survival/healing?			✓
1.4	<b>General Outcome</b> 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.	✓	✓	✓
1.4.1	<b>Specific Outcome</b> What was the response of 'locals' to the acts of the Nazis against the Jews?	✓		
1.4.2	<b>Specific Outcome</b> What was the role of international refugee agencies in meeting the needs of Jews looking to leave Europe?	✓		

<b>Curriculum Elements</b>		<b>Holocaust Studies 15-3</b>	<b>Holocaust Studies 25-5</b>	<b>Holocaust Studies 35-5</b>
1.4.3	<b>Specific Outcome</b> What was the difference between the Kindertransport and other means of escape?	✓		
1.4.4	<b>Specific Outcome</b> What was the role of the Partisans and the Warsaw ghetto uprising in fighting back against the Nazis?		✓	
1.4.5	<b>Specific Outcome</b> How does Canada's reaction to Jewish immigration impact refugees?		✓	
1.4.6	<b>Specific Outcome</b> What was the reaction of other nations to requests for refuge by the Jews?		✓	
1.4.7	<b>Specific Outcome</b> What is the purpose of Yad Vashem's Righteous Among the Nations in continuing to tell the Holocaust story?			✓
1.4.8	<b>Specific Outcome</b> What role did the establishment of Israel play moving lives forward following the war?			✓
1.4.9	<b>Specific Outcome</b> What effect did being a Holocaust survivor have on survivors in Israel and other nations?			✓
1.4.10	<b>Specific Outcome</b> What effect does Holocaust denial have on today's society?			✓
1.4.11	<b>Specific Outcome</b> What is the difference between antisemitism pre-WWII and antisemitism today?			✓