



## Northern York County School District

### Curriculum Overview

**Course: World War II and the Holocaust**

**Grade Level: 11<sup>th</sup> – 12<sup>th</sup>**

**Development/Revision Date: Spring 2024**

**Length of Time: 90 Days**

**Course Description:**

In this course students will examine: the events that led to the United States involvement in World War II, the rise of Adolf Hitler and the Third Reich, the Jewish Holocaust that took place in Germany and other parts of Eastern Europe, the United States response to the Holocaust, and the lasting effect World War II and the Holocaust continues to have on the world.

**Course Objectives:**

- Understand the effects of psychological manipulation and political propaganda through analysis of Hitler's rise to power in Germany.
- Examine the events leading to the entrance of the United States into WWII.
- Explain the relevance of key battles of World War II
- Understand the history of persecution of Jewish people.
- Understand the impact of the Holocaust on the Jewish people and the response of the allied countries to the Holocaust.
- Use primary and secondary resources concerning World War II and the Holocaust to understand an individual's responsibility to sacrifice and the necessity to advocate for others for the good of society.

**Course Units:**

Unit I – Pre-World War II  
Unit II – Early World War II  
Unit III - Holocaust  
Unit IV - American Involvement  
Unit V - Mid-World War II  
Unit VI - World War II ends

**Related Standards:**

**Pennsylvania Department of Education Standards for History**

- 8.1.12.A. Evaluate chronological thinking
- 8.1.12.B. Synthesize and evaluate historical sources
- 8.1.12.C. Evaluate historical interpretation of events
- 8.1.12.D. Synthesize historical research
- 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history.
- 8.3.12.B. Identify and evaluate primary documents, material artifacts and historical sites important in United States history.

- 8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in the United States.
- 8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- 8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to the world history since 1450.
- 8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations settlement patterns, social organization, transportation and roles of women since 1450
- 8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

#### **Pennsylvania Department of Education Academic Standards for Reading in History and Social Studies**

- 8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- 8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### **Concepts:**

- Identify historical events
- Identify political figures
- Response to events in Nazi Germany
- Historical parallels between the holocaust and past treatment of Jews Identify historical events
- Relevance of key battles
- Evaluate the roles of countries during the war

#### **Competencies:**

- Students will identify relevant dates from the time Hitler assumed power in Germany through and including the time at which the United States entered WWII.
- Students will be able to identify the political figures involved in WWII and explain each person's role.
- Students will examine how countries responded to the events taking place in Nazi Germany.

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| <ul style="list-style-type: none"> <li>• Evaluate the role of the Nazi regime, US Government, and the Jewish people</li> <li>• The story of Elie Wiesel a Holocaust survivor</li> <li>• The purpose of the Jewish Ghettos established by the Nazis</li> <li>• Life in concentration camps</li> <li>• Jewish resistance fought to the Nazis.</li> <li>• The ending of the concentration camps and the change in Jewish lives.</li> <li>• How the war and Holocaust impacted US political decisions</li> <li>• How propaganda was used by the US.</li> <li>• The reasons and effects of Japanese-Americans internment</li> </ul> | <ul style="list-style-type: none"> <li>• Students will understand the history of Judaism, the Jewish people, and their struggle throughout history. Students will then draw historical parallels between the Holocaust and past struggle of the Jewish culture and religion.</li> <li>• Students will examine how countries responded to the events taking place in Nazi Germany.</li> <li>• Students will explain the relevance of key battles and documents during World War II and the Holocaust.</li> <li>• Students will examine and evaluate the roles of other countries during World War II. Students will analyze why countries took certain actions.</li> <li>• Students will evaluate the role the Nazi Party, U.S government and the Jewish community played during World War II. In addition, students will identify contributions made by individuals in each of these groups.</li> <li>• Students will describe the life of Elie Wiesel and how other Jews were treated in concentration camps.</li> <li>• Students will describe the purposes as well as the life in the Jewish Ghettos &amp; Camps.</li> <li>• Students will understand the methods used to fight back against the Nazis.</li> <li>• Students will describe how the camps came to an end and how the lives of the Jews changed forever.</li> <li>• Students will examine how WWII and the Holocaust impacted other political decisions in the United States.</li> <li>• Students will examine propaganda posters from WWII to increase their knowledge of propaganda tools and develop an understanding of the specific goals and strategies used by the U.S. government.</li> <li>• Students will examine why Japanese-Americans were interned, and what affects did internment have on their lives.</li> </ul> |
| <b>Learning Activities:</b><br>Guided Notes<br>Guided Reading with Questions<br>Class Discussions<br>Primary Source Readings<br>Geography of Europe & Asia   | <b>Performance Tasks:</b><br>Quizzes<br>Homework/Classwork<br>Reports<br>Projects   |
| <b>Other Assessment Measures:</b> Classwork, Homework, Online assessment tools, and Tickets out the door   |   |
| <b>Textbook/Primary Resource:</b> Smoke & Ashes; The Story of the Holocaust by Barbara Rogasky; Night by Elie Wiesel   |   |
| <b>Supplemental Resource Materials:</b> Online Resource and Collaboratively created resources  |   |