

# ***LITERATURE OF THE HOLOCAUST AND GENOCIDE***

## ***COURSE OUTLINE***

**(August 2008)**

Literature of the Holocaust and Genocide

CP-A

Credits – 5

Prerequisite: Completion of the 10<sup>th</sup> Grade

Course # 167

### **COURSE DESCRIPTION**

In this year-long course, students will be exposed to a variety of literary works, including diaries, memoirs, poems, documentaries, and films, dealing with the Holocaust and other Genocides that have occurred throughout history. Through their reading and exploration of these historic atrocities, students will come to understand the steps leading to genocide and how a certain race, religion, or part of a population becomes a scapegoat and target. Students will examine the political climate in the region and the policies of the United Nations and foreign powers to attempt to understand why the world does not immediately intervene. Finally, issues of conscience will be discussed as students experience the works.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

### **COURSE GOALS**

Through an in-depth study of the literature of the Holocaust and Genocide, the course aims to personalize the history of these events by putting a "face" on the facts and statistics. As all of the units are rooted in history, the course will delve into the historical and cultural circumstances that allowed a particular genocide to happen. Questions about good and evil, morality and amorality, and the nature of human responsibility will be posed and answers will be posited. In addition, the significance of the works will be studied in relation to the following questions:

- What did the author intend?
- What is the effect on me, the reader?
- What is the larger meaning of the work?
- What does the work tell me about the human experience and about my own life?
- How has this work changed my perspective?

A final goal of the course will be to introduce students to global citizenship through their participation in a human rights/service-oriented project of their choosing.

## **CORE CURRICULUM CONTENT STANDARDS**

**1.5, 3.1, 3.2, 3.3, 3.4., 3.5, 6.2, 6.3., 6.6, 8.1.**

## **COURSE OBJECTIVES**

- Students will examine how identities are formed as well as how these identities influence behavior and shape choices.
- Students will explore the concept of “a universe of obligation” and how this concept can influence individual and collective behavior.
- Students will define genocide and the steps leading to genocide.
- Students will become familiar with the history of each time period and country/region about which they are reading.
- Students will read and study a variety of texts and genres about the Holocaust and other genocides.
- Students will begin to evaluate critically the representation of the Holocaust and other genocides in a variety of texts and genres.
- Students will write in response to their reading/research/media viewing in a variety of genres.
- Students will expand their knowledge of the human condition and human cultures.
- Students will explore the concept of justice and accountability in relation to crimes against humanity and genocide.
- Students will identify actions that can be taken to prevent and stop genocide.
- Students will choose and complete a project promoting human rights.

## **IMPLEMENTATION OF TECHNOLOGY**

Internet websites and research engines will be utilized.

Power Point, Publisher, Photo Story, Word, and Teacher and Student blogs will be used to disseminate information, for student responses, and for student projects/presentations.

Films will be shown via DVD, VHS or internet transmission.

## **MATERIALS AND RESOURCES**

The Course Outline below lists the books, reference materials, and films that may be consulted in each unit of the course. Not all of the materials listed will be used each year and additional resources may be added as they become available.

## **STUDENT EVALUATION METHODS**

Student assessment will be based on a combination of the following:

- Reading Assignments
- Reading Response Journal
- Formal/Informal Writing Assignments
- Projects

- Class Participation
- Quizzes/Tests

## **COURSE OUTLINE**

### **Unit 1: The Individual and Society**

#### **Books:**

*A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah  
 Selections from *Crossing the BLVD: Stranger, Neighbors and Aliens in a New America*  
 by Warren Lehrer and Judith Sloan

#### **Supplemental Readings:**

Selected Readings from Facing History and Ourselves Online Resources  
 Chapter 1 –Facing History’s Holocaust and Human Behavior Resource Book

#### **Films:**

Documentary selections include:

*An American Love Story*  
*Family Name*

Artistic selections include:

*Freedom Writers* (PG-13)

### **Unit 2: We, They and “The Universe of Obligation”**

#### **Books:**

Excerpts from *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass  
 Selections from *Native American Literature An Anthology* by Lawana Trout

#### **Short Stories:**

“Harrison Bergeron” by Kurt Vonnegut

#### **Supplemental Readings:**

Selected Readings from Facing History and Ourselves Online Resources  
 Chapter 2 – Facing History’s Holocaust and Human Behavior Resource Book

### **Unit 3: The Armenians of the Ottoman Empire and the Genocidal Process**

#### **Books:**

*The Road from Home* by David Kherdian

Selections from *Survivors: An Oral History of the Armenian Genocide* / Donald E. Miller, Lorna T. Miller.

Excerpts from *A Problem from Hell* by Samantha Powers

**Supplemental Readings:**

*Crimes Against Humanity and Civilization – The Genocide of the Armenians* Resource Book  
*Totally Unofficial: Raphael Lemkin and the Genocide Convention* – a case study published by Facing History and Ourselves

**Films:**

*The Armenian Genocide: ABC News with Peter Jennings*  
*The Armenian Genocide*

**Unit 4: The Jews of Europe and the Holocaust**

**Short Stories:**

Selections from *This Way for the Gas, Ladies and Gentleman* by Tadeusz Borowski  
Selections from *Out of the Whirlwind: A Reader of Holocaust Literature* ed. by Albert H. Friedlander

“The Shawl” by Cynthia Ozick

“Rosa” by Cynthia Ozick

“A Scrap of Time” by Ida Fink

**Books:**

*Maus: A Survivor’s Tale* Part I by Art Spiegelman  
*In My Hands: Memories of a Holocaust Rescuer* by Irene Gut Opdike  
*All But My Life* by Gerda Weissman Klein  
*Seed of Sarah* by Judith Magyar Isaacson  
*Survival in Auschwitz* by Primo Levi  
*If Not Now, When?* by Primo Levi  
Excerpt from *The Town Beyond The Wall* by Elie Wiesel

**Personal Testimony:**

Survivor’s Testimony in “Tomorrow’s Children” Published by Brookdale Community College – Center for Holocaust Studies  
*Salvaged Pages: Young Writers’ Diaries of the Holocaust* by Alexander Zapruder

**Poetry of the Holocaust:**

Selections from *I Never Saw Another Butterfly*  
Selections from *Out of the Whirlwind A Reader of Holocaust Literature* ed. by Albert H. Friedlander  
Selections from *The Spirit That Moves Us Volume III* by Lorry Stillman in assoc. with The Holocaust Human Rights Center of Maine

**Supplemental Readings:**

Holocaust and Human Behavior Resource Book

Art: Before, During, and After WWII

Music of the Holocaust

**Films:**

Documentary selections include:

*The Hidden Child* – Maude Dahme

*The Passion of Sister Rose* – Nun who fought against anti-semitism in the Catholic church.

*One Survivor Remembers* – Gerda Weissman Klein

*The Boys of Buchenwald* – Canadian Film – Reunion of Buchenwald Survivors

*I'm Still Here: Real Diaries of Young People Who Lived During The Holocaust* – based on the book *Salvaged Pages: Young Writers' Diaries of the Holocaust* by the film's writer Alexandra Zapruder.

Artistic selections include:

*Schindler's List* ®

*Carousel (G)*

*Band of Brothers* – TV mini-series

**Unit 5: Choosing to Participate**

\*Student Projects\*

Internet Sources:

<http://www2.facinghistory.org/campus/BeTheChange.nsf/home?openform>

**Supplemental Readings:**

“To Tomorrow’s Children”

Chapter 11 -Facing History’s Holocaust and Human Behavior Resource Book

“Be the Change” website:

<http://www2.facinghistory.org/campus/BeTheChange.nsf/home?openform>

**Unit 6: Cambodia and the Killing Fields:**

**Books:**

*First They Killed My Father: A Daughter of Cambodia Remembers* by Loung Ung

**Films:**

Documentary selections include:

*The Flute Player* (Arn Chorn Pond)

Arn Chorn Pond: Survivor of the Cambodian Genocide

Artistic selections include:

*The Killing Fields* ®

### **Unit 7: The Tutsis of Rwanda:**

#### **Books:**

*We Wish to Inform That Tomorrow We Will All Be Killed With Our Families: Stories from Rwanda* by Philip Gourevitch

*Left to Tell: Discovering God Amidst the Rwandan Holocaust* by Immaculee Ilibagiza

#### **Films:**

Documentary selections include:

*Good Man in Hell: General Romeo Dallaire and the Rwanda Genocide*

60 Minutes: Hiding from Death

*Father Romain Rurangirwa, Survivor of the Rwandan Genocide*

*Frontline: Ghosts of Rwanda*

Artistic selections include:

*Hotel Rwanda*

*Sometimes in April*

### **Unit 8: The Tribes of Darfur, Sudan**

#### **Books:**

*Escape from Slavery* by Francis Bok

*The Translator* by Daoud Hari

Selections from *The Devil Came on Horseback* by Brian Steidle and Gretchen Steidle Wallace

#### **Supplemental Readings:**

Current Events/Developments in the Region

#### **Films:**

Documentary selections include:

*Darfur Now*

*The Devil Came on Horseback*

*Darfur Diaries*

*Samantha Power: Responding to Genocide in Darfur*

### **Unit 9: Judgment, Memory & Legacy**

#### **Books:**

*The Sunflower* by Simon Weisenthal

#### **Supplemental Readings:**

Articles Including:

“State of Denial Turkey Spends Millions to Cover Up Armenian Genocide” (Intelligence Report, Summer 2008)

“Cambodian justice moves forward” (Christian Science Monitor, November 21, 2007)

“Living side-by-side in Rwanda, genocide victims and perpetrators reconcile the past” (Assist News Service, January 18, 2008)

Selections from Holocaust and Human Behavior Resource Book

**Films:**

Documentary selections include:

*Sierra Leone Searches for Justice (Facing History)*

*Nuremberg – Tyranny on Trial (The History Channel)*

Artistic selections include:

*Judgment at Nuremberg* (1961) NR

**Unit 10: Be the Change**

\*Culmination of Student Projects\*

Presentations/Reports Due

**Special Activities (subject to change and availability)**

Potential Field Trips: Museums, Center for Holocaust Studies programs, Guest Lectures

Guest Speakers

Community Service Projects