

Unit Title: **The Aftermath****Holocaust Education - Historical Notes and Teaching Suggestions for Educators:**

More than seventy years have passed since the end of the Holocaust and the ramifications of that human tragedy are with us as much as ever. In some ways, it has taken the passage of years to even begin to understand the scope of the harm that has been done. Questions of responsibility, moral and ethical values, and the meaning of civilization continue to be raised in a variety of ways. As a subject for study, the Holocaust has assumed a position of importance greater than ever before. In light of this fact, we can consider our own teaching of the Holocaust to be part of the aftermath. It is wholly appropriate to ask if the world has yet learned the appropriate lessons and, if not, what we can do to make a difference.

Main Points:

1. Crimes of genocide and gross human rights violations have been committed in many places in the years since the Holocaust, up to the present time. The forces that give rise to such crimes are still a part of the world and demand our active opposition.
2. Questions of responsibility are still current. In recent years, several European nations, such as France and Switzerland, have reassessed their roles in the events of the Holocaust. So too have other groups. The Red Cross, the Vatican, IBM, Ford, the U.S. State Department, and many others have been confronted with questions about their actions or inaction. Of course, there are still some individuals alive who bear some of the responsibility as well.
3. Issues of restitution and compensation are still current. In recent years, information has been uncovered concerning looted art, frozen or hidden bank accounts, and insurance policies that were never honored. Those seeking justice in this area also want to communicate the message that the passage of time will not erase responsibility.
4. Racist, neo-Nazi, and other anti-Jewish/antisemitic organizations and terrorist groups, continue to be active in recruiting followers and in carrying out acts of violence. Their ideology represents as much of a threat today as the original Nazis did in the 1920s, 30s, and 40s. Holocaust denial is part of the agenda as well.
5. Bystanders, through their indifference, helped to make the Holocaust possible. Recognition of this fact reminds us that we have a responsibility to proactively resist attitudes and acts of prejudice whenever we encounter them.
6. Our responsibility regarding the Holocaust lies mainly in the realm of learning and applying lessons and preserving memory. Holocaust survivor testimony can help us accomplish these tasks. It should be incorporated into our teaching in ways that help us to remember our common bond of humanity with victims of persecution and oppression.
7. If the goal of "Never Again" is to be realized, it is up to us to help to make it so. The dream may not be fully realized in our lifetimes, but we have the responsibility to carry it forward nonetheless.

Essential Questions for the Unit:

1. Why did Nazi Germany continue to commit the crimes of the Holocaust to the last possible moment, even as it was going down to final defeat?
2. Who was responsible for the Holocaust?
3. How is justice be achieved for crimes as enormous as the Holocaust?
4. Is it possible to offer compensation and restitution to Holocaust survivors? If so, how should this be done?
5. How have survivors attempted and managed to rebuild their lives in the aftermath of the Holocaust? How do survivors of other crimes and tragedies do this?
6. How has the world attempted to prevent human rights abuses and genocide from happening in the aftermath of the Holocaust era?
7. Why are stereotyping, racism, and discrimination such persistent forces in the world?

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8. How has knowledge and memory of the Holocaust shaped the post-World War II world?
9. How does the Holocaust help us to understand problems in the modern world?
10. How should we define our own personal responsibility for remembering and responding to the Holocaust?

Connections with F.S. 1003.42 – Florida’s Holocaust Education Required Instruction Mandate:**Required Instruction: F.S. 1003.42(g) – Holocaust**

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to

1. an investigation of human behavior,
2. an understanding of the ramifications of prejudice, racism, and stereotyping, and
3. an examination of what it means to be a responsible and respectful person,

for the purposes of

4. encouraging tolerance of diversity in a pluralistic society and for
5. nurturing and protecting democratic values and institutions.

In this unit, item 1 will be featured in lessons and/or activities that explore how Holocaust survivors managed to find the strength to rebuild their lives, families, and communities.

Item 2 will be featured in lessons and/or activities that focus on the dedication of the Nazis to their genocidal program to the bitter end, and to the persistence of their ideas in Neo-Nazis and Holocaust deniers today.

Item 3 will be featured in lessons and/or activities that explore the responsibility of individuals and groups to remember the Holocaust, learn from it, and to renew commitments to human rights because of it.

Item 4 will be featured in lessons and/or activities that explore how many Holocaust survivors became integrated into new, diverse communities that they could call home.

Item 5 will be featured in lessons and/or activities that consider how justice in the aftermath of the Holocaust has been sought as an attempt to live up to democratic values; to be pursued through strong and enduring democratic institutions.

Overall Unit Learning Goal(s)/Objective(s): Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.68.RH.1.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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SS.6.W.1.3 Interpret primary and secondary sources.
SS.7.C.4.2-Recognize government and citizen participation in international organizations.
SS.7.C.4.3-Describe examples of how the United States has dealt with international conflicts.
SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.5-Explain the impact of World War II on domestic government policy.
SS.912.A.6.7-Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.9-Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.16-Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.W.7.3 Summarize significant effects of World War I.
SS.912.W.7.7 Trace the causes and key events related to World War II.
SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9 Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.11-Describe the effects of World War II.
SS.912.W.8.2-Describe characteristics of the early Cold War.
SS.912.W.8.6-Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.2-Describe the causes and effects of post-World War II economic and demographic changes.

Scale:

| 2.0 Simpler Content | 3.0 Target (Objective) | 4.0 More Complex |
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| <p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Outline short as well as more sustained research projects based on focused questions, demonstrating</p> | <p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions,</p> | <p>Student evidence should show that they can:</p> <p>Analyze the conditions in Europe at the end of World War II and interpret the effect of the widespread destruction, Allied occupation policies, various nations’ immigration policies, the status of British Mandatory Palestine, and the onset of the Cold War on the ability of Holocaust survivors to begin to relocate and rebuild their lives.</p> <p>Research the results of post-war efforts to prosecute responsible parties for war crimes and crimes against humanity (both at the national and international levels), evaluate the effectiveness of the efforts across time and locations, and create a hypothetical judicial system that would achieve optimal results).</p> |

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| <p>understanding of the subject under investigation. (LAFS.K12.W.3.7)</p> <p>Identify relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (LAFS.K12.W.3.8)</p> <p>Identify evidence from literary or informational texts to support analysis, reflection, and research. (LAFS.K12.W.3.9)</p> <p>Recall aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (LAFS.68.RH.1.6)</p> <p>Recognize primary and secondary sources. (SS.6.W.1.3)</p> <p>Recall government and citizen participation in international organizations. (SS.7.C.4.2)</p> <p>List examples of how the United States has dealt with international conflicts. (SS.7.C.4.3)</p> <p>List causes, course, and consequences of World War II on the United States and the world. (SS.912.A.6.1)</p> <p>Summarize the impact of the Holocaust during World War II on Jews as well as other groups. (SS.912.A.6.3)</p> <p>Summarize the impact of World War II on domestic government policy. (SS.912.A.6.5)</p> <p>Recognize the attempts to promote international justice through the Nuremberg Trials. (SS.912.A.6.7)</p> <p>Identify the rationale for the formation of the United Nations,</p> | <p>demonstrating understanding of the subject under investigation.</p> <p>LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.68.RH.1.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>SS.6.W.1.3 Interpret primary and secondary sources.</p> <p>SS.7.C.4.2-Recognize government and citizen participation in international organizations.</p> <p>SS.7.C.4.3-Describe examples of how the United States has dealt with international conflicts.</p> <p>SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.A.6.5-Explain the impact of World War II on domestic government policy.</p> <p>SS.912.A.6.7-Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p>SS.912.A.6.9-Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> | <p>Create hypotheses, supported by historical documentation and other evidence, to explain the persistence of prejudice, racism, and stereotyping over time and across cultures, including the specific examples of neo-Nazism and Holocaust denial.</p> <p>Research post-World War II occurrences of genocide, evaluate the current efforts in the world to prevent genocide and to protect human rights, and create model economic, social, and/or political systems that could effectively improve outcomes.</p> |
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| <p>including the contribution of Mary McLeod Bethune. (SS.912.A.6.9)</p> <p>List changes in immigration policy and attitudes toward immigration since 1950. (SS.912.A.7.16)</p> <p>Identify the nature and effects of stereotyping, prejudice, and discrimination. (SS.912.P.9.8)</p> <p>Outline the significant effects of World War I. (SS.912.W.7.3)</p> <p>Identify the causes and key events related to World War II. (SS.912.W.7.7)</p> <p>List the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. (SS.912.W.7.8)</p> <p>List the wartime strategy and post-war plans of the Allied leaders. (SS.912.W.7.9)</p> <p>Outline the effects of World War II. (SS.912.W.7.11)</p> <p>List characteristics of the early Cold War. (SS.912.W.8.2)</p> <p>Outline the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world. (SS.912.W.8.6)</p> <p>Identify the causes and effects of post-World War II economic and demographic changes. (SS.912.W.9.2)</p> | <p>SS.912.A.7.16-Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p>SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p> <p>SS.912.W.7.3 Summarize significant effects of World War I.</p> <p>SS.912.W.7.7 Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>SS.912.W.7.9 Identify the wartime strategy and post-war plans of the Allied leaders.</p> <p>SS.912.W.7.11-Describe the effects of World War II.</p> <p>SS.912.W.8.2-Describe characteristics of the early Cold War.</p> <p>SS.912.W.8.6-Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p> <p>SS.912.W.9.2-Describe the causes and effects of post-World War II economic and demographic changes.</p> | |
| <p>Final Performance Tasks/Summative Assessment: (Additional suggestions for monitoring/checking for desired effect will be included within individual lesson plans as instructional strategies and lesson activities are described in detail.)</p> <p>Students will create projects to respond to one of the essential questions for this unit (included above). Students may choose written projects, multi-media presentations, oral presentations, or multi-faceted group projects. Students should be sure to support their claims with valid and relevant primary and secondary sources.</p> | | |

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Students may submit a record of daily journal writing that includes deep and thoughtful responses to the major themes and activities encountered throughout this unit.

Focus Standards/Benchmarks and Supporting Standards and Benchmarks: Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below may not be applicable in every classroom setting. Teachers should choose the skill and content standards and benchmarks that are most applicable for the courses they teach.

*****In the interest of space, the lowest grade level version of each standard and/or benchmark is listed when the higher grade level iterations differ mainly in complexity. The K12 versions of the ELA standards have been used, but the specific grade level versions may also be used when appropriate.*****

Selected ELA Standards:

- LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK2)
- LAFS.K12.R.1.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK2)
- LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2)
- LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2)
- LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2)
- LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (DOK2)
- LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (DOK2)
- LAFS.K12.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK2)
- LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2)

Social Studies Benchmarks:

- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.6.G.6.2-Compare maps of the world in ancient times with current political maps.
- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.4.2-Recognize government and citizen participation in international organizations.
- SS.7.C.4.3-Describe examples of how the United States has dealt with international conflicts.
- SS.912.A.1.3-Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4-Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.5-Explain the impact of World War II on domestic government policy.

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| <ul style="list-style-type: none"> • LAFS.K12.W.1.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (DOK3) • LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (DOK2) • LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (DOK2) • LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3) • LAFS.K12.W.4.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (DOK2) • LAFS.K12.SL.1.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (DOK2) • LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2) • LAFS.K12.SL.1.3-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (DOK2) • LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (DOK2) • LAFS.K12.SL.2.5-Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (DOK2) • LAFS.K12.L.3.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (DOK2) | <ul style="list-style-type: none"> • SS.912.A.6.7-Describe the attempts to promote international justice through the Nuremberg Trials. • SS.912.A.6.9-Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. • SS.912.A.7.12-Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. • SS.912.A.7.16-Examine changes in immigration policy and attitudes toward immigration since 1950. • SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. • SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. • SS.912.G.4.1-Interpret population growth and other demographic data for any given place. • SS.912.G.4.2-Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. • SS.912.G.4.3-Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. • SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time. • SS.912.G.6.4-Translate narratives about places and events into graphic representations. • SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. • SS.912.P.9.3-Identify persuasive methods used to change attitudes. • SS.912.P.9.6-Describe how group dynamics influence behavior. • SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. • SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity. • SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. |
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Literacy Standards for Social Studies/History:

- LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2)
- LAFS.68.RH.1.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (DOK2)
- LAFS.68.RH.2.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (DOK2)
- LAFS.68.RH.2.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (DOK3)
- LAFS.68.RH.3.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (DOK2)
- LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3)
- LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3)
- LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3)
- LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (DOK3)
- LAFS.68.WHST.3.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK4)
- LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3)
- LAFS.68.WHST.4.10-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK3)

- SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
- SS.912.W.7.3 Summarize significant effects of World War I.
- SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7-Trace the causes and key events related to World War II.
- SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims
- SS.912.W.7.9 Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.11-Describe the effects of World War II.
- SS.912.W.8.2-Describe characteristics of the early Cold War.
- SS.912.W.8.6-Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.9.2-Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.4-Describe the causes and effects of twentieth century nationalist conflicts.

Unit Vocabulary:

Aliyah Bet, American Jewish Joint Distribution Committee (the Joint), Anglo-American Committee of Inquiry (1946), Balfour Declaration, Brihah, British Mandatory Palestine, crimes against humanity, death marches, Displaced Persons

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Act of 1948, displaced persons, DP camps, Eichmann Trial, epidemics, Genocide Convention, Hagana, Harrison Report, Holocaust denier, Holocaust survivors, International Criminal Court, International Military Tribunal, Jewish Brigade, Kielce Pogrom, liberation, liberators, Nazi hunter, Neo-Nazi, Nuremberg Trials, Occupation Zones, Operation Paperclip, partition, ratline, Sh’erit ha-Peletah, Shoah, State of Israel, unconditional surrender, United Nations Resolution 181, United Nations, Universal Declaration of Human Rights, war crimes, Yad Vashem, Yeshuv, Yom HaShoah, Zionism

Common Misperceptions:

Students may believe that:

1. U.S. forces liberated the Nazi death camps. (i.e.- Final Solution killing centers, as opposed to other types of Nazi camps)
2. Liberation of the camps revealed for the first time the crimes of the Holocaust.
3. Adolf Hitler was captured or killed by Allied forces.
4. Most Nazi war criminals were brought to justice after the war.
5. Severe sentences were imposed on most convicted war criminals.
6. Nazi war criminals were never helped to hide or escape by the victorious Allied Powers.
7. Trials of Nazi war criminals were conducted for only a few years after World War II was over.
8. Most Holocaust survivors returned to their former homes and resumed their normal lives that had been interrupted after the war.
9. All survivors have had triumphant lives in the aftermath of the Holocaust.
10. All survivors have experienced debilitating, recurring trauma that will not diminish over time.
11. The persecution and killing of European Jews completely stopped with the end of World War II and the Holocaust.
12. The State of Israel was created as a direct result of the Holocaust.
13. That most Israelis are Holocaust survivors or the descendants of Holocaust survivors.
14. That most American Jews are Holocaust survivors or the descendants of Holocaust survivors.
15. That the Holocaust was the last genocide to occur in the world.

Sections that are included within the individual lesson plans:

Lesson Details: Unit, Title, Duration
 Notes for Teachers
 Lesson Focus/Marzano Design Question(s) and Elements:
 Daily Focus Standard(s)/Benchmark(s):
 Daily Learning Goals and Scales (In student-friendly language)
 Formative Assessment Strategies/Monitoring for Desired Effect:
 Lesson Sequence
 Adaptation/Differentiation Strategies
 Assignments – Including Homework and Extended Learning
 Resources and Materials

Individual lessons within this Unit:

1. The Aftermath - In Pursuit of Justice – The Nuremberg Trials
2. Survivors: Rebuilding Lives, Families, and Communities
3. The Ongoing Fight Against Prejudice