

Holocaust Memorial DVD Lending Library

AUSCHWITZ: INSIDE THE NAZI STATE

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: *Auschwitz: Inside the Nazi State*

This six part series is an in-depth examination of the establishment and growth of Auschwitz and the decision making process that made it one of the largest slave labor and death camp centers of the Nazis during World War II. It "is the result of three years of research, drawing on the close involvement of world experts, recently discovered documents and nearly 100 interviews with camp survivors and perpetrators, many of whom are speaking on the record for the first time.

Florida State Standards

SUBJECT: SOCIAL STUDIES

STRAND: World History

Standard 1: SS.912.W.1 – Utilize historical inquiry skills and analytical processes.

Benchmark: SS.912.W.1.1 – Use timelines to establish cause and effect relationships of historical events.

Benchmark: SS.912.W.1.4 – Explain how historians use historical inquiry and other sciences to understand the past.

Benchmark: SS.912.W.1.6 – Evaluate the role of history in shaping identity and character.

Standard 7: SS.912.W.7 – Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power.

Benchmark: SS.912.W.7.5 – Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany and Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Hitler and Franco.

Benchmark: 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.

Benchmark: SS.912.W.7.7 – Trace the causes and key events related to World War II.

Benchmark: SS.912.W.7.9 – Identify the war time strategy and post war plans of the allied leaders.

Benchmark: SS.912.W.7.11 – Describe the effects of World War II.

Benchmark: 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.

STRAND: Geography SS.912.G

•Standard 1: SS.912.G.1 - Understand how to use maps and other geographic representations, tools, and technology to report information.

Benchmark: SS.912.G.1.1- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Standard 6: SS.912.G.6- Understands how to apply geography to interpret the past and present and plan for the future.

Benchmark SS.912.G.6.1- Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

Benchmark SS.912.G.6.3 - formulate hypothesis and test geographic models that demonstrate complex relationships between physical and cultural phenomena.

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Standard 2: SS.912.G.2.1

Identify the physical characteristics and the human characteristics that define and differentiate regions.

STRAND: Sociology

Standard 2 SS.912.S.2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished.

Benchmark SS.912.S.2.3: Recognize the influences of genetic inheritance and culture on human behavior.

Benchmark SS.912.S.2.7: Explain how various practices of the culture create differences within group behavior.

Standard 6 SS.912.S.6: Social change/Examine the changing nature of society.

Benchmark SS.912.S.6.2: Examine various social influences that can lead to immediate and long term changes.

Benchmark SS.912.S.6.3: Describe how collective behavior can influence and change society.

Standard 8: SS.912.S.8 - Individual and community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

Benchmark: SS.912.S.8.2 –Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

Benchmark: SS.912.S.8.7 –Define propaganda and discuss the methods of propaganda used to influence social behavior.

SUBJECT: ENGLISH LANGUAGE ARTS

STRAND: LAFS.910.RH – Reading Standards for Literacy in History/Social Studies 6-12

Cluster 1: LAFS.910.RH.1_– Key Ideas and Details

Benchmark: LAFS.910.RH.1.1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Benchmark: LAFS.910.RH.1.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events and ideas develop over the course of the text.

Cluster 2 LAFS.910.RH.2- Craft and Structure

Benchmark LAFS.910.RH.2.4 - Determine the meaning of words and phrases as they are used in a text including vocabulary describing political, social, or economic aspects of history/social science.

STRAND: LAFS.1112.RH - Reading Standards for Literacy in History/Social Studies 6-12

Cluster 1: LAFS.1112.RH.1 – Key Ideas and Details

Benchmark: LAFS.1112.RH.1.2 – 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.

Cluster 3: LAFS.1112.RH.3 – Integration of Knowledge and Ideas

Benchmark: LAFS.1112.RH.3.7 – 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.

Benchmark: LAFS.1112.RH.3.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.