

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: European Jewish Assimilation/Integration before 1939

Time	Objectives & Activities	Standards / -Benchmarks
It is estimated that this lesson should take 50 minutes.	<p><u>Objectives: High School grades 9-10</u></p> <ol style="list-style-type: none"> 1. Students will examine how elements of the Jewish population in Europe became assimilated and or integrated into European society before 1939? 2. Students will be able to articulate what led to Jewish assimilation and how it was received by the populous? 3. Students will interpret the events of World War II in light of the information revealed on the map of 1939 Europe. 	<p>SS.912.W <i>World History</i></p> <p>SS.912.W.6 -Understand the development of Western and non-Western nationalism, industrialization, and imperialism and the significant processes and consequences of each.</p>
	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Chalkboard &/or tablet and markers 2. Writing material 3. Map of Europe depicting the number of years the Jewish community lived in each country in Europe. 4. Video access equipment 	<p>SS.912.W.6.5 -Summarize the causes, key events and effects of the unification of Italy and Germany.</p>
	<p><u>Procedures/Activities:</u></p> <ol style="list-style-type: none"> 1. Place vocabulary words on board or tablet – review words with students (assimilated, migration, Czechoslovakia, Holocaust) 2. Using the picture of the map of Europe in 1939 for discussion. <ol style="list-style-type: none"> a. What information does the map tell us? (how many years Jews lived in various countries in Europe) b. Which country have Jews lived in the longest c. The shortest? d. Can you find a migration pattern? e. What does the length of time the Jews lived in each country tell you about their sense of inclusion and safety they felt in those countries? f. What does this information tell you about their sense of loyalty to those country? 3. Teacher: The Jews of the 18th century Europe were given significant civil liberties and civil rights in France, Germany and in Holland. (see notes below) <ol style="list-style-type: none"> a. What does assimilated mean? (to become a part of the dominant society, latinos who speak English fluently, neighborhoods with multicultural residents, Irish & Italians in Boston, Poles in Chicago) b. How would a group become part of mainstream society? 4. Video (https://www.youtube.com/watch?v=6eAehihCMqk -7 minutes) <ol style="list-style-type: none"> a. Watch the 7 minute video for signs of how the Jews appear to fit into the society. Look for clues from the various scenes that indicate they are assimilated. 	<p>SS.912.W.5 -Analyze the causes, events and effects of the Enlightenment and its impact on the American, French, and other Revolutions.</p> <p>SS.912.W.5.3 -Summarize the major ideas of Enlightenment philosophies.</p> <p>SS.912.W.5.4 -Evaluate the impact of Enlightenment ideals on the development of economic, political and religious structures in the Western world.</p> <p>SS912.G <i>Geography</i></p> <p>SS.912.G.1 -Understand how to use</p>

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	<p>b. From the video, what did life seem like for Jews in Czechoslovakia? Germany? Poland?</p> <p>c. Was the amount of assimilation different in different countries?</p> <p>d. What are some of the examples that you saw in the video that indicates the Jews fit in? (Clothes, smiles, facial gestures, scenes with non-Jews, etc.)</p> <p>5. Teacher: Jews in Europe and particularly in Germany saw themselves as citizens of their countries. In Germany particularly the Jews had fought in the German army in WWI and were loyal German citizens. When Hitler became Chancellor in 1933, many Jews in Germany felt this would pass and everything would come back to normal in a few years.</p>	<p>maps and other geographic representations, tools and technology to report information.</p> <p>SS.912.G.1.4 -Analyze geographic information from a variety of sources including primary sources, atlases, computer and digital sources, geographic information systems (GIS) and a broad variety of maps.</p>
	<p><u>Assessment:</u> Why did the Holocaust come as a “surprise” to the Jews in Europe?</p> <p>Divide the class into three parts. Have each group research the growth of Anti-Semitism from 1789-1933 in Germany, Austria, and Poland. From your research, answer the following question: “Why did Jewish assimilation and integration into many parts of European society not prevent anti-Semitism?”</p> <p>Be prepared to discuss in class.</p>	<p>SS.912.G.4 -Understanding characteristics, distribution, and migration of human populations.</p> <p>SS.912.G.4.1 -Interpret population growth and other demographic data for any given place.</p>
	<p><u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]</p> <p>Check the US Holocaust Museum website to further your understanding of life for the Jews before the Holocaust.</p> <p>www.ushmm.org</p>	<p>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.</p>

NOTES:

The lesson plan corresponds to Holocaust Memorial panel #1 in the Arbor of History. It can be used as a pre or post visit classroom lesson and it also can be adapted to be used independent of a site visit.

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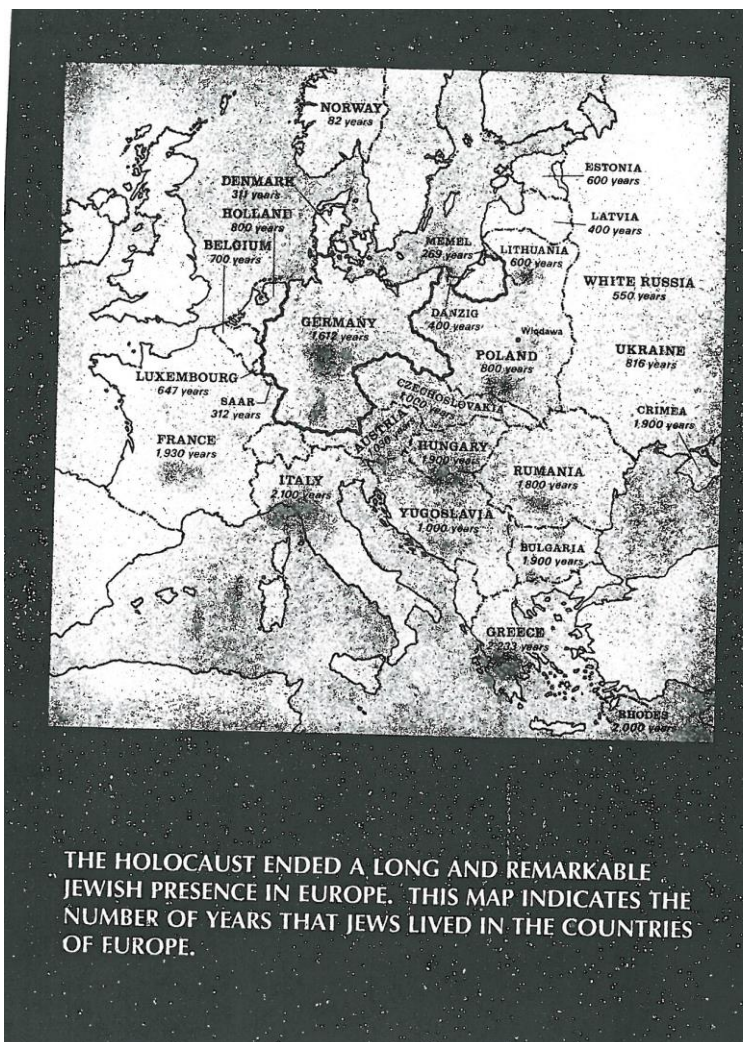
*Support for Reading/Strategic Imperatives:

This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan:

<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>

Panel #1



The 17th & 18th centuries have been called the Age of Reason and the Enlightenment. Reason became the ultimate arbiter of thought and made freedom of thought, speech and

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religion mandatory human rights –at least in theory. For the British philosopher John Locke (1632-1714), government served to protect life, liberty and property; religion was a matter of mere personal conviction and lay outside the state's governance, for no religion could be proved by reason. Locke concluded, "neither pagan, nor Mohametan, nor Jew ought to be excluded from the civil rights in the commonwealth because of his religion." In the Declaration of Independence, Thomas Jefferson translated Locke's principles into political action and the US Constitution declared, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" (Bill of Rights, Article I) [*A History of the Jewish Experience*, Leo Trepp, Behrman House, Inc., 2001 p. 169] Famous Jews who developed philosophies of integration with the societies in which Jews lived:

Baruch Spinoza (1632-1677) Holland

Moses Mendelsohn (1729-1786) Germany

The 18th century saw the emergence of the Reform movement in Germany, the enlightenment movement move away from religious dogma and Jews being recognized in most European countries as having civil and equal rights as non-Jews. Jews were allowed to be in all aspects of professions and government.