

## Holocaust Memorial DVD Lending Library

### ONE SURVIVOR REMEMBERS

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: One Survivor Remembers

Objectives/Questions	Florida State Standards Correlates
<p><i>Gerda and millions of other Jews were targets of the virulent anti-Semitism promoted by Adolf Hitler and his Nazi party. Anti-Semitic laws, violence and propaganda preceded the Holocaust. Some have called anti-Semitism “the longest hatred,” tracing its roots more than 2,000 years. This lesson focuses on the rise of Nazism in pre-World War II Europe; keep in mind, though, that prior to this period, Jews were fully integrated into German society.</i></p>	
<p><b>STEP 1</b> Students will:</p> <p>1. Learn about anti-Semitism</p> <p>2. Learn about propaganda and stereotypes</p> <p>3. Become aware of Holocaust denial</p>	<p><b>SUBJECT: English Language Arts 6-8 and 9-12</b></p> <p><b>STRAND: (LAFS.68.RH):</b> Reading Standards for Literacy in History/Social Studies 6-12</p> <p><b>Cluster 1 (LAFS.68.RH.1):</b> Key Ideas and Details</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.68.RH.1.1):</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.68.RH.1.2):</b> 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.</p> <p><b>STRAND: (LAFS.910.RH):</b> Reading Standards for Literacy in History/Social Studies 6-12</p> <p><b>Cluster 1 (LAFS.910.RH.1):</b> Key Ideas and Details</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.910.RH.1.1):</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.910.RH.1.2):</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>STRAND: (LAFS.1112.RH):</b> Reading Standards for Literacy in History/Social Studies 6-12</p> <p><b>Cluster 1 (LAFS.1112.RH.1):</b> Key Ideas and Details</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.1112.RH.1.1):</b> 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.</p> <p style="padding-left: 20px;"><b>Benchmark (LAFS.1112.RH.1.2):</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.</p> <p><b>STRAND: (LAFS.910.L, LAFS.1112.L) Language Standards</b></p>

## Holocaust Memorial DVD Lending Library

	<p><b>Cluster 3 (LAFS.910.L.3, LAFS.1112.L.3) Vocabulary Acquisition</b></p> <p><b>Benchmark (LAFS.910.L.3.5, LAFS.1112.L.3.5):</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Benchmark (LAFS.910.L.3.6, LAFS.1112.L.3.6):</b> Acquire and use accurately general academic and domain – specific words and phrases, sufficient for reading, writing and speaking, etc.</p>
<p>Students will make connections to current-day anti-Semitism, racism, prejudice and bigotry.</p> <p><b>STEP 2</b> in Procedures: Drawing from the film and related course materials, discuss how anti-Semitism set the stage for genocide in World War II.</p>	<p><b>SUBJECT: Social Studies</b></p> <p><b>STRAND: World History</b></p> <p><b>Standard 7 (SS.912.W.7):</b> Recognize significant causes, events and figures and consequences of the Great War period and the impact on world-wide balance of power.</p> <p><b>Benchmark (SS.912.W.7.6):</b> Analyze the restrictions of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories.</p> <p><b>Benchmark (SS.912.W.7.8):</b> Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti—Semitism, nineteenth century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p> <p><b>STRAND: Sociology</b></p> <p><b>Standard 4 (SS.912.S.4):</b> Social Groups/Explore the impact of social groups on individual and group behavior.</p> <p><b>Benchmark (SS.912.S.4.11):</b> Discuss how humans interact in a variety of social settings.</p> <p><b>Benchmark (SS.912.S.4.13):</b> Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present.</p> <p><b>Standard 5 (SS.912.S.5):</b> Social Institutions/ Identify the effects of social institutions on individual and group behavior.</p> <p><b>Benchmark (SS.912.S.5.4):</b> Investigate stereotypes of American sub-cultures such as “American Indians,” “American Cowboys,” “Teenagers,” “Gangs,” and “Hippies” from a world perspective.</p>
<p><b>STEP 3</b> in Procedures: Hand out the worksheets and have students write about or discuss the provided examples.</p>	<p><b>SUBJECT: English Language Arts</b></p> <p><b>STRAND: (LAFS.68.WHST, LAFS.910.WHST, LAFS.1112.WHST):</b> Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</p> <p><b>Cluster 1 (LAFS.68.WHST.1, LAFS.910.WHST.1, and LAFS.1112.WHST.1):</b> Texts, types and purposes</p> <p><b>Benchmark ((LAFS.68.WHST.1.1, LAFS.910.WHST.1.1, and LAFS.1112.WHST.1.1):</b> Write arguments focused on discipline – specific content.</p>
<p><b>EXTENSION ACTIVITY</b> The primary documents contained in One Survivor</p>	<p><b>SUBJECT: Social Studies</b></p> <p><b>STRAND: (SS.6.W, SS.912.W) World History</b></p> <p><b>Standard 1 (SS.6.W.1, SS.912.W.1):</b> Utilize historical inquiry skills and</p>

## Holocaust Memorial DVD Lending Library

---

<p>Remembers also can be used to reinforce this lesson. The Grunberg document, the Weissmann house photo, the slave-labor camp photos and the “Jude” star can be used to examine the message and practice of anti-Semitism before and during the Holocaust.</p>	<p>analytical processes</p> <p><b>Benchmark (SS.6.W.1.3, SS.912.W.1.3):</b> Interpret and evaluate primary and secondary sources</p>
---	--