

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: Post WWII Refugees: Hagannah Ship Liberation

Time	Objectives & Activities	Standards / -Benchmarks
It is estimated that this lesson should take 40 minutes.	<p><u>Objectives: Grades 8 & 9-10</u></p> <ol style="list-style-type: none"> 1. Students will be able to analyze photos and interpret their message. 2. Students will assess the conditions in Europe and the reasons that led Holocaust Survivors to make the journey to British Mandate Palestine after World War II. 3. Students will identify the events that took place when the ship arrived at its destination. 	<p>LAFS.910.L <i>Language Standards</i></p> <p>LAFS.910.L.3 <i>Vocabulary Acquisition</i></p> <p>SS.912.W <i>World History</i> SS.912.W.8 -Recognize significant events and people from the post-World War II and Cold War eras.</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><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Whiteboard &/or tablet and markers 2. Writing material 3. Photo of Haganah ship <i>Medinat HaYehudim</i> ("Jewish State") in Haifa port, 1947 (HMM Panel #51) 4. Photo of the Exodus ship 	<p>SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes</i></p> <p>SS.912.W.1.3 -Interpret and evaluate primary and secondary sources</p> <p>SS.912.W.1.4 -Explain how historians use historical inquiry and other sciences to understand the past</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 (immigrants, survivors, refugees, British Mandate, “Der Judenstat”) 2. Teacher reviews the history of the British Mandate in Palestine and the policy of limiting Jewish immigration to 5,000 per year. 3. Distribute copies of the photos to every two students to review together. 4. Have students list some of the details that they see in the photos. <p>Guided questions for viewing the photo <i>Hagannah Ship</i>:</p> <ol style="list-style-type: none"> a. What were the conditions like for the Jews traveling from Europe to Palestine across the Mediterranean Sea? b. On the ramp are the people leaving or boarding? c. Who are the people boarding? (British soldiers) d. Why would they be boarding the ship? (control the crowd) e. If the British did not allow the Jews to stay in Palestine, what did they do with them? (sent back to Europe, sent to camps in Cypress, sent to Atlit in Palestine) f. Were some ships were able to sneak past the British and successfully disembark their passengers in Palestine? g. Why was the ship renamed “The Jewish State?” (named for Theodore Herzl’s book <i>Der Judenstat</i> – The Jewish State, which he wrote in 1896) <ol style="list-style-type: none"> 5. Students are directed to look at the photo of the Exodus: <ol style="list-style-type: none"> a. Why did the Jews rename the ship Exodus? b. What is the historical significance of that word to these Jewish survivors? c. How many Jews do you estimate were on the Exodus? 	<p>LAFS.910.SL <i>Standards for Speaking and Listening</i></p> <p>LAFS.910.SL.1 <i>Comprehension and Collaboration</i></p> <p>LAFS.910.SL.1.2 -Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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	(4,515) d. What kind of conditions must have been prevalent on the ship?	
	<u>Assessment:</u> Describe how these refugees must have approached getting on board one of these ships, knowing it was illegal and not knowing the ultimate outcomes. What would have motivated them to leave Europe and try to reach a land that wasn't even a country yet?	
	<u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]	

NOTES:

The lesson plan corresponds to Holocaust Memorial panel #51 in the Arbor of History. It can be used as a pre or post visit classroom lesson and is also can be adapted to be used independent of a site visit.

***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>

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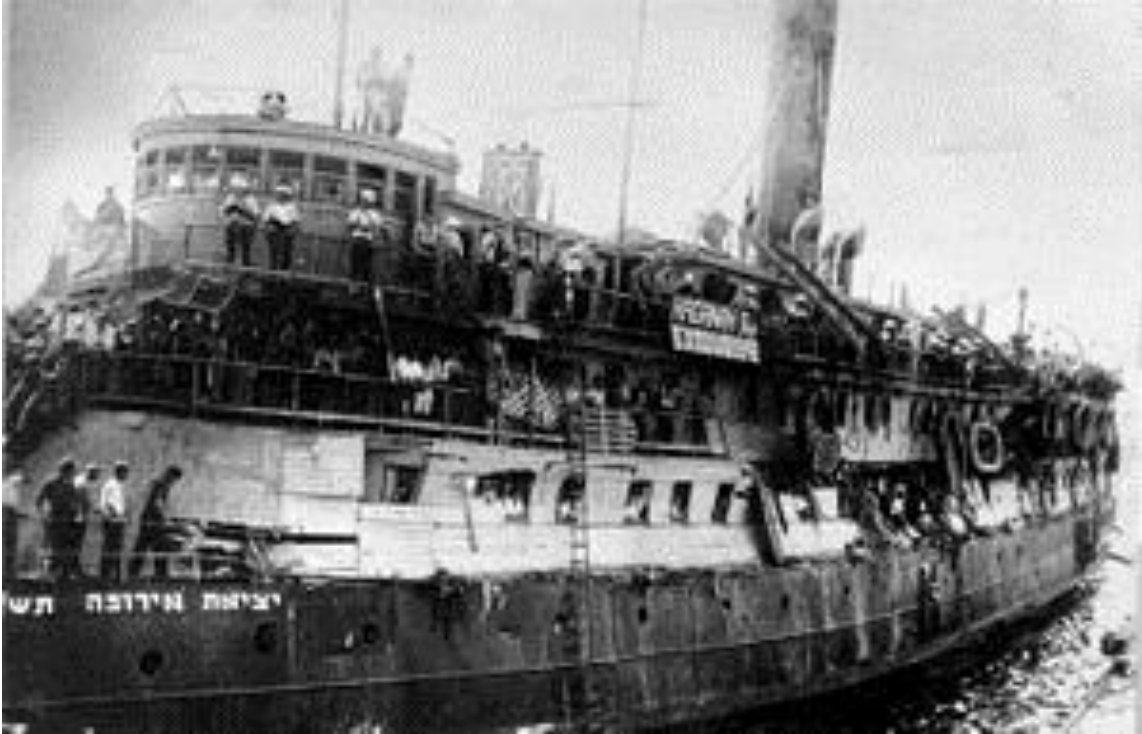
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Haifa, British Mandatory Palestine, The Jewish State, a Haganah ship captured by the British. The ship was formerly called the Northland and then changed again to Eilat A-16.

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Exodus 1947 was a ship that carried Jewish emigrants from France to British Mandatory Palestine on July 11, 1947. Most of the emigrants were Holocaust survivors who had no legal immigration certificates for Palestine. Following wide media coverage, the British Royal Navy seized the ship and deported all its passengers back to Europe.

The ship was formerly the packet steamer **SS *President Warfield*** for the Baltimore Steam Packet Company. From the ship's launch in 1928 until 1942, it carried passengers and freight between Norfolk, Virginia and Baltimore, Maryland in the United States. During World War II, it served both the Royal Navy and the United States Navy; for the latter as **USS *President Warfield* (IX-169)**.

Intercepted boats were impounded and the passengers transferred to a detention camp at Atlit, some of them later being released within the framework of the limited immigration quota. From August 1946 the British began deporting the clandestine immigrants to detention camps in *Cyprus, where 51,500 were kept under detention and 2,000 children were born.

The struggle for the right of free immigration reached its peak in summer 1947, when 4,515 refugees on board the *Exodus 1947* reached the shores of Palestine. After the fight with the British on board (three killed, 28 injured), the passengers were removed from the *Exodus* to three transports which took them to France, but the French government refused to take them off the British deportation boat against their will, while the refugees themselves chose to endure the intense

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discomfort of their stifling cramped quarters in the summer heat rather than disembark. They were finally taken to **Hamburg**, where they were forcibly removed and transferred to a British internment camp in Germany. This incident aroused world opinion against Britain's policy of closing the gates of Palestine to survivors of the Holocaust.

[[The camps were near Luebeck, the camps "Poeppendorff" and "Am Stau", former camps of the Wehrmacht and then DP camps. The Exodus Jews were there since 8 Sep under military guard and released on 6 Oct 1947 under heavy international pressure]]. ([http://de.wikipedia.org/wiki/Exodus_\(Schiff\)](http://de.wikipedia.org/wiki/Exodus_(Schiff)))

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