

## Studying the Holocaust Through Film

### Correlating the Film Objectives with the Florida State Standards

**FILM:** *The Voyage of the St. Louis*

<p><b>Summary:</b> <i>This film tells the story of the more than 900 German Jewish refugees who boarded the luxury liner St. Louis in May 1939 and sailed from Hamburg to Havana seeking refuge from the Nazi terror. Upon arrival in Havana, the Cuban government prevented most from disembarking. As the ship then traveled the coast of Miami Beach, attempts were made to petition the US government to allow it entry, but to no avail.</i></p>	
Objectives/Questions	Florida State Standards Correlation
<b>A. Critical Thinking &amp; Discussions</b>	
1. Why did so much of the German-Jewish population wait until the late 1930s to try to escape Nazi persecution?	<p><b>SUBJECT: SOCIAL STUDIES</b>  <b>STRAND: World History</b>  <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes.  <b>Benchmark (SS.912.W.1.1):</b> Use timelines to establish cause and effect relationships of historical events.</p>
2. President Bru of Cuba claimed that the Jewish passengers of the St Louis were being denied asylum because they had not complied with Cuban law. What other reasons would explain the failure of the Cuban government to allow the passengers to disembark?	<p><b>Standard 7 (SS.912.W.7)</b> Recognize significant causes, events, figures and consequence of the Great War period and the impact on world-wide balance of power.  <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>
3. Who, do you believe, is ultimately responsible for the fate of the passengers of the St. Louis: the Cuban government, the US government, Jewish organizations in the United States, the officials of the Hamburg-Americka Line, or other nations of the world? Explain.	<p><b>STRAND: World History</b>  <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes.  <b>Benchmark (SS.912.W.1.3):</b> Interpret and evaluate primary and secondary sources.</p>
4. What lessons did the Nazis draw from the world's response to the St. Louis?	<p><b>STRAND: World History</b>  <b>Standard 7 (SS.912.W.7)</b> Recognize significant causes, events, figures and consequence of the Great War period and the impact on world-wide balance of power.  <b>Benchmark (SS.912.W.7.5):</b> 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, Franco and Hitler.</p>
5. What do you believe to be the most important lessons that can be drawn from the story of the St. Louis and its passengers?	<p><b>STRAND: World History</b>  <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes.  <b>Benchmark (SS.912.W.1.6):</b> Evaluate the role of history in shaping identity and character.</p>

## B. Reflections in Writing

Writing a persuasive paper that expresses their opposition to the statements identified.  
The persuasive paper must include the following:

1. Persuasive paper that includes a moral or ethical question.	<b>STRAND: World History</b> <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes. <b>Benchmark (SS.912.W.1.4)</b> Explain how historians use historical inquiry and other sciences to understand the past.
2. Concept book on being a bystander for younger students that tells the story of the St. Louis.	<b>STRAND: World History</b> <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes. <b>Benchmark (SS.912.W.1.4)</b> Explain how historians use historical inquiry and other sciences to understand the past.  <b>SUBJECT: SOCIAL STUDIES</b> <b>STRAND: World History</b> <b>Standard 7 (SS.912.W.7):</b> Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power. <b>Benchmark (SS.912.W.7.5):</b> Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany & Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Franco and Hitler.  <b>SUBJECT: ENGLISH LANGUAGE ARTS</b> <b>STRAND: LAFS.910.WHST.2:</b> Production and distribution of writing <b>Benchmark (LAFS.910.WHST.2.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
3. A newspaper in tribute to the passengers of the St. Louis	<b>SUBJECT: SOCIAL STUDIES</b> <b>STRAND: World History</b> <b>Standard 1 (SS.912.W.1)</b> Utilizes historical inquiry skills and analytical processes. <b>Benchmark (SS.912.W.1.4)</b> Explain how historians use historical inquiry and other sciences to understand the past.  <b>SUBJECT: English Language Arts</b> <b>STRAND: (LAFS.68.WHST):</b> Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects <b>CLUSTER 3: (LAFS.68.WHST.3):</b> Research to build and present knowledge <b>Benchmark (LAFS.68.WHST.3.8):</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 2advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <b>STRAND: (LAFS.910.WHST):</b> Writing Standards for Literacy in History/Social

	<p>Studies, Science and Technical Subjects</p> <p><b>CLUSTER 3: (LAFS.910.WHST.3)</b> Research to build and present knowledge</p> <p><b>Benchmark (LAFS.910.WHST.3.8):</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>STRAND: (LAFS.1112.WHST):</b> Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</p> <p><b>CLUSTER 3: (LAFS.1112.WHST.3)</b> Research to build and present knowledge</p> <p><b>Benchmark (LAFS.1112.WHST.3.8):</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</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, figures and consequences of the Great War period and the impact on world-wide balance of power.</p> <p><b>Benchmark (SS.912.W.7.5):</b> 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, Franco and Hitler.</p>
<p><b>Researching the History</b></p>	
<p>Comparing <u>current immigration policies</u> to those of 1930-40s</p>	<p><b>SUBJECT: SOCIAL STUDIES</b></p> <p><b>STRAND: American History</b></p> <p><b>Standard 6 (SS.912.A.6)</b> Understand the causes and course of WWII, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p><b>Benchmark (SS.912.A.6.1)</b> Examine causes, course and consequences of WWII on the United States and the world.</p> <p><b>Benchmark (SS.912.A.6.5)</b> Explain the impact of WWII on domestic government policy.</p> <p><b>Standard 7 (SS.912.A.7)</b> Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p><b>Benchmark (SS.912.A.7.16)</b> Examine changes in immigration policy and attitudes toward immigration since 1950.</p>
<p>Comparing current refugees to passengers on St. Louis</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, 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>STRAND: American History</b>  <b>Standard 7 (SS.912.A.7)</b> Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p><b>Benchmark (SS.912.W.7.15):</b> Analyze the effects of foreign and domestic terrorism on the American people.</p>
Identifying people involved in decision making.	<p><b>SUBJECT: SOCIAL STUDIES</b>  <b>STRAND: World History</b>  <b>Standard 7 (SS.912.W.7):</b> Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power.</p> <p><b>Benchmark (SS.912.W.7.5):</b> 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.</p> <p><b>STRAND: American History</b>  <b>Standard 6 (SS.912.A.6)</b> Understand the causes and course of WWII, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p><b>Benchmark (SS.912.A.6.13)</b> Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson and Nixon administrations.</p>
Comparing the Evian Conference of 1938 & Bermuda Conference of 1943.	<p><b>SUBJECT: Social Studies</b>  <b>STRAND: World History</b>  <b>Standard 7 (SS.912.W.7):</b> Recognize significant causes, events, 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 restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and Occupied Territories.</p> <p><b>SUBJECT: Social Studies</b>  <b>STRAND: American History</b>  <b>Standard 6 (SS.912.A.6)</b> Understand the causes and course of WWII, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p><b>Benchmark (SS.912.A.6.3)</b> Analyze the impact of the Holocaust during WWII on Jews as well as other groups.</p>