

Holocaust Memorial DVD Lending Library

Into the Arms of Strangers

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: Into the Arms of Strangers

| Objectives/Questions | Florida State Standards Correlates |
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| <p><i>“For nine months prior to World War II, in an act of mercy unequalled anywhere else before the war, Britain conducted an extraordinary rescue mission, opening its doors to over 10,000 Jewish and other children from Germany, Austria, and Czechoslovakia. These children, or Kinder (sing. Kind), as they came to be known, were taken into foster homes and hostels in Britain, expecting eventually to be reunited with their parents. The majority of them never saw their families again.”</i></p> <p><i>This documentary tells the story of some of these children, their lives before leaving their families and life in England before, during and after the war.</i></p> | |
| <p>*Provide a solid foundation of knowledge about the Kindertransport and an understanding of the political and social factors behind immigration and refugee policies;</p> <ul style="list-style-type: none"> • Explore the importance of language, beliefs, values, and traditions in defining a culture; • Recognize the value of individual firsthand accounts in the study of the past; • Consider the responsibility of each citizen to protect the democratic process, to guard individual rights, and to participate in community service; • Examine the presence of ethical principles underlying individual action and illustrate ways in which one individual in a society can change the lives of many others; • Develop historical perspective and connect the events | <p>SUBJECT: Social Studies</p> <p>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.</p> <p>STRAND: Humanities SS.912.H</p> <p>Standard 1 SS.912.H.1: Identify and analyze the historical, social and cultural contexts of the arts.</p> <p style="padding-left: 20px;">Benchmark SS.912.H.1.2: Describe how historical events, social context and culture, impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p style="padding-left: 20px;">Benchmark: SS.912.A.6.In.c: Identify the impact of the Holocaust during World War II on Jews and other groups.</p> <p style="padding-left: 20px;">Benchmark: SS.912.A.6.Su.c: Recognize an impact of the Holocaust during World War II on Jews and other groups.</p> <p style="padding-left: 20px;">Benchmark: SS.912.A.6.Pa.c: Recognize that groups may be treated badly because they are different.</p> <p>SUBJECT: ENGLISH LANGUAGE ARTS</p> <p>STRAND: LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1 LAFS.910.RH.1 – Key Ideas and Details</p> <p>Benchmark LAFS.910.1.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>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.</p> |

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| <p>of the past to students' own lives by addressing themes universal to the human experience;</p> <ul style="list-style-type: none"> • Help students learn to use their knowledge of the past to make informed choices in the present and the future. | <p>Benchmark: LAFS.910.RH.1.3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Cluster 2 LAFS.910.RH.2- Craft and Structure</p> <p>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.</p> |
| | <p>SUBJECT: Social Studies STRAND: World History SS.912.W Standard 1 SS.912.W.1: Utilizes historical inquiry skills and analytical processes.</p> <p>Benchmark: SS.912.W.1.1- Use timelines to establish cause and effects relationships of historical events.</p> <p>Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p> <p>Standard 7: SS.912.W.7 – Recognize significant, events, figures, and consequences of the “Great War Period” and the impact on world-wide balance of power.</p> <p>Benchmark: SS.912.W.7.6 – Analyze the restriction on individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.In.h: Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>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, nineteenth century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p> <p>Benchmark: SS.912.A.1.In.b: Identify the author and purpose of significant historical documents using primary and secondary sources.</p> |
| | <p>SUBJECT: Social Studies STRAND: Sociology Standard 4 SS.912.S.4: Social Groups/Explore the impacts social groups on individual and group behavior.</p> <p>Benchmark SS.912.S.4.11: Discuss how humans interact in a variety of social settings.</p> <p>STRAND: LAFS.1112.RH - Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1: LAFS.1112.RH.1 – Key Ideas and Details</p> |

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| | <p>Benchmark: LAFS.1112.RH.1.1 – 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>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.</p> <p>Benchmark: LAFS.1112.RH.1.3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Subject: Social Studies Strand: Humanities Standard: Respond critically and aesthetically to various works in the arts.</p> <p>Benchmark: SS.912.H.2.In.a: Recognize characteristics of specific works within various art forms, such as architecture, dance, film, literature, music, theatre, and visual arts.</p> <p>+</p> |
| <p>Suggestions for connecting the film with broader explorations in history, media studies.</p> | <p>SUBJECT: SOCIAL STUDIES STRAND: Humanities SS.912.H Standard 2 SS.912.H.2: Respond critically and esthetically to various works in the arts.</p> <p>Benchmark SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolisms in the art form and its philosophical implications.</p> <p>Benchmark SS.912.H.2.5: Describe how historical, social, cultural and physical settings influence an audience’s aesthetic response.</p> <p>SUBJECT: SOCIAL STUDIES 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.</p> <p>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.</p> <p>Standard 6: SS.912.G.6- Understands how to apply geography to interpret the past and present and plan for the future.</p> <p>Benchmark SS.912.G.6.1- Use appropriate maps and other graphic representations to analyze geographic problems and changes over</p> |

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time.

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