

Holocaust Memorial DVD Lending Library

The Rape of Europa

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

Objectives/Questions	Florida State Standards Correlates
<p><i>The Rape of Europa</i> tells the story of the greatest art theft in history. According to U.S. estimates, the Nazis stole one-fifth of all the known artworks in Europe. While the Allies returned most of the displaced art in the decade following the war, much of the loot is still missing. Tragically, unique masterpieces were destroyed and lost to posterity forever. Other works of art-the last forgotten victims of the war-survived but remain unidentified, traceable only with costly and difficult investigation. This film documents this story, the theft perpetrated by the Nazis and attempts by the Allis to recover the stolen artwork.</p>	
<p>1. Various paintings, sculpture, furniture, and religious objects are shown early in the film. What is a work of art? What is the significance of these pieces of art?</p>	<p>SUBJECT: Social Studies STRAND: Humanities SS.912.H Standard 1 SS.912.H.1: Identify and analyze the historical, social and cultural contexts of the arts. 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. Standard: Respond critically and aesthetically to various works in the arts. Benchmark: SS.912.H.2.In.c: Identify ways of evaluating art, such as by examining the elements of the art form (formal), deciding one’s own feelings about the art (intuitive), and recognizing the use of symbolism. Benchmark: SS.912.H.2.Su.c: Recognize a way of evaluating art, such by identifying the elements of the art form (formal) and deciding one’s own feelings about the art (intuitive). Benchmark: SS.912.H.2.Pa.c: Recognize one’s own feelings about a work of art.</p>
<p>2. Background and historical context for the film The Rape of Europa</p>	<p>SUBJECT: Social Studies STRAND: World History SS.912.W Standard 1 SS.912.W.1: Utilizes historical inquiry skills and analytical processes. Benchmark: SS.912.W.1.1- Use timelines to establish cause and effects relationships of historical events. Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character. Strand: Humanities Benchmark: Standard: Identify and analyze the historical, social, and cultural contexts of the arts. Benchmark: SS.912.H.1.Su.b: Recognize that works of art reflect events, cultures, or government.</p>

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	<p>Benchmark: SS.912.H.1.Pa.b: Recognize a characteristic of a work in the arts from a time period.</p> <p>Strand: World History</p> <p>Standard: SS.912.W.7.3 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</p> <p>Benchmark: SS.912.W.7.In.c: Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.</p> <p>Benchmark: SS.912.W.7.Su.c: Recognize an effect of World War I, such as the breakup of empires into separate countries.</p>
<p>3. The issue of recovering lost or stolen art still resonates 70 years after World War II. Why would governments, such as Austria fight family members who try and recover their family's artwork?</p>	<p>SUBJECT: Social Studies</p> <p>Strand: World History</p> <p>Standard: SS.912.W.9.2 Identify major economic, political, social, and technological trends beginning in the 20th century.</p> <p>Benchmark: SS.912.W.9.In.b: Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living</p> <p>Strand: American History</p> <p>Standard: Use research and inquiry skills to analyze American history using primary and secondary sources.</p> <p>Benchmark: SS.912.A.1.Su.f: Use a case study to recognize social, political, legal, and economic relationships in history.</p> <p>STRAND: Sociology</p> <p>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: Humanities SS.912.H</p> <p>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</p> <p>STRAND: Geography SS.912.G</p> <p>Standard 1: SS.912.G.1 - Understand how to use maps and other geographic representations, tools, and technology to report information.</p>

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	<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 style="padding-left: 40px;">Benchmark SS.912.G.6.1- Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p style="padding-left: 40px;">Benchmark SS.912.G.6.3 - formulate hypothesis and test geographic models that demonstrate complex relationships between physical and cultural phenomena.</p>
<p>4. The racial ideology of the Nazi Party believed in the inferiority of the Gypsies, Slavs, blacks and especially the Jews. How did art influence their world view and their program of art?</p>	<p>SUBJECT: SOCIAL STUDIES Strand: World History Standard: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power. SS.912.W.7.In.h: Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>SUBJECT: ENGLISH LANGUAGE ARTS STRAND: LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12 Cluster 1 LAFS.910.RH.1 – Key Ideas and Details 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. 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. 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. Cluster 2 LAFS.910.RH.2- Craft and Structure 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>

*Textual or text in this case refer to the “film” as the text.

** Author in this case refers to the “producer” as the author

