

Unit Title: **Before the Holocaust: Jewish Life in Europe and the Rise of Nazism in Germany**

**Overall Unit Learning Goal(s)/Objective(s):** Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

- LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- LAFS.68.RH.1.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character. – *In this unit, referring specifically to the culture and heritage of European Jews.*
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). - *In this unit, referring specifically to the democratic system in Weimar Germany in comparison with autocratic Fascism.*
- SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- SS.912.W.7.3 Summarize significant effects of World War I.
- SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. – *In this unit, focusing specifically on the main ideas of Adolf Hitler.*
- 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, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. – *In this unit, focusing on the pre-1933 roots in Europe generally, and in Germany specifically.*

**Scale:**

2.0 Simpler Content	3.0 Target (Objective)	4.0 Greater Complexity
<p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the</p>	<p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as</p>	<p>Student evidence should show that they can:</p> <p>Analyze the social, political, economic, and geographic factors that led to the movement and wide dispersion of Jewish communities throughout Europe and the diversity and persistence of European-Jewish culture, both as a discreet minority and as a subset of larger societies.</p> <p>Analyze the enduring phenomenon of anti-Judaism/antisemitism in its various incarnations in European history, culminating</p>

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<p>relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Recall aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (LAFS.68.RH.1.6)</p> <p>Identify examples of how history transmits culture and heritage and provides models of human character. (SS.W.1.6)</p> <p>Use maps to identify significant migrations and analyze their results. (SS.6.G.4.2)</p> <p>Recognize different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). (SS.7.C.3.1)</p> <p>Use political maps to identify the change in boundaries and governments within continents over time. (SS.912.G.4.9)</p> <p>Identify the effects of stereotyping, prejudice, and discrimination. (SS.912.P.9.8)</p> <p>Recall significant effects of World War I. (SS.912.W.7.3)</p> <p>List causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and describe how governments responded to the</p>	<p>well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.68.RH.1.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</p> <p>SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p> <p>SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.</p> <p>SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p> <p>SS.912.W.7.3 Summarize significant effects of World War I.</p> <p>SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p>	<p>in the ideology that made the Holocaust possible.</p> <p>Analyze the nature and effects of anti-Judaism/antisemitism as specific expressions of the broader phenomena of stereotyping, prejudice, and discrimination as they have existed throughout human history.</p> <p>Analyze the social, political, economic, and geographic consequences of World War I and the factors that created the conditions in Germany for the rise of Hitler and the Nazi movement.</p>
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<p>Great Depression. (SS.912.W.7.4)</p> <p>Recall the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and list the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. (SS.912.W.7.5)</p> <p>Recall the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. (SS.912.W.7.8)</p>	<p>SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p> <p>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, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>	
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