

Lesson Title: A Brief History of European Anti-Semitism: Using Maps to Understand History

Lesson Details:		
<u>Unit:</u> Before the Holocaust: Jewish Life in Europe and the Rise of Nazism in Germany	<u>Duration:</u> One 45-50 minute class period, not including any extension activities	
Lesson Notes for Teachers:		
<p>It is nearly impossible to imagine the Holocaust (or any other example of genocide) without a prior history of prejudice and discrimination to serve as a foundation. In the case of European history, antisemitism can be traced back over 2000 years into Greco/Roman antiquity. Some students may be surprised to learn that antisemitism has such a long history and that it existed in various forms. Some aspects of this history will be challenging. Teachers should use professional discretion to determine how much detail students are prepared to handle and be should be tactful when dealing with the subject. For example, be prepared to explain more about the history of Christian anti-Judaism, but be careful not to imply that religious prejudice is unique to any single religion. Some students may be find this topic to be disturbing. Keep in mind that most students who have a Christian background will not have been taught hatred of Jews at church or home. Most Christian denominations have long rejected the blatant anti-Judaism that was common before the Holocaust. All religions change over time. Prejudice in the past (even the recent past) does not necessarily imply prejudice today. Also, point out that the Nazis did not persecute Jews on a religious basis, though they built on the tradition of religious prejudice.)</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ul style="list-style-type: none"> • Why has antisemitism been such a varied, yet enduring element in European history? • What impact has antisemitism had on European history over time? • How is antisemitism spread and how can it be resisted? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 10 – Helping students process new content	<u>X</u> Deepening or Practicing DQ3 Main Element: 19 – Students practice skills, strategies, and processes	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing (in the Extension Activities)
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. 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. LAFS.68.RH.1.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will interpret information from text and map sources to explain how the long history of antisemitism in Europe impacted Jewish life and helped to bring about the conditions that made the Holocaust possible.		
<u>2.0 Simpler Content</u> Students will:	<u>3.0 Target</u> Students will:	<u>4.0 More Complex</u> Students will:

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<ol style="list-style-type: none"> 1. Identify data from the five maps that show the scope of Jewish life in Europe throughout the past two millennia and how and why it changed over time. 2. Use data from the maps to identify the impact of antisemitic attitudes and actions on Jewish people and communities. 3. Compare data from the maps with readings about antisemitism in European history. 	<ol style="list-style-type: none"> 1. Interpret data from the five maps that show the scope of Jewish life in Europe throughout the past two millennia and how and why it changed over time. 2. Compare data from the maps to understand the impact of antisemitic attitudes and actions on Jewish people and communities. 3. Integrate data from the maps with readings about antisemitism to analyze the impact of antisemitism in Europe over time. 	<p>Combine the information they have studied from maps and text to create a theory to explain how and why antisemitism became so deeply rooted in European history that it endured and grew over time and led to the events of the Holocaust era.</p> <p>Propose a strategy to combat antisemitism in the world today, taking into consideration what they learned about how antisemitism was established and how it persisted and grew over time.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Monitoring of group discussions
- Teacher use of probing and redirecting questions during discussion and sharing
- Student responses to the map activity questions

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Post the following simplified quote from Holocaust scholar Raul Hilberg (from the movie “Shoah” by Claude Lanzmann) in the front of the classroom in a place that will be visible to all students. Hilberg used these statements during an interview to indicate how antisemitism progressed through European history from a form of religious prejudice to the “Final Solution” under the Nazis. In essence, each sentence is the response of the majority society to the Jewish minority in their midst. Have students read the three statements, then complete the response that follows.

1. “You may not live among us as Jews” [therefore, you must _____.]
2. “You may not live among us” [therefore, you must _____.]
3. “You may not live” [therefore, you must _____.]

Ask students to share their responses with their group and with the class as a whole. Ask them to explain their answers and to identify any possible alternatives that would have fit as well.

Instruction Steps:

1. As an introduction to the topic, read aloud the brief selection on pages 6-7 of Tell Them We Remember or summarize the content.
2. Introduce the activity by telling students that they are going to learn about the long history of prejudice against Jews using the evidence that is apparent from a collection of maps.
3. Divide students into groups and pass out the books.
4. Pass out the handout entitled, “Map Activity Questions”
5. Allow students sufficient time to complete the questions. Discuss the responses as a group.
6. Some of the questions allow for opportunities for students to express opinions. A good example of this is question

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3 from map 3. Students may disagree on how many events show evidence of prejudice. Invite students to explain their answers.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selection into smaller chunks and check for understanding at key points.

The teacher may summarize the key points of each map separately, then check for student understanding prior to handing out the map activity questions.

The teacher may identify key terms from the text and from the maps prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with a verbal description summarizing basic background information about the long history of antisemitism in European history, differentiating between religious/social, political, and racial examples.

Extended Learning:

Some students may be interested in doing additional research on topics related to the history of European antisemitism. A few suggestions for topics are:

- Famous Jewish-Americans whose ancestors came to the U.S. fleeing persecution (before the Nazi era).
- Antisemitism in European art and literature
- The fate of Jews during the Crusades
- The Spanish Inquisition
- The Dreyfus Affair (from France)

Note: These are complex research topics. They may not be suitable for all students.

Resources and Materials:

1. Tell Them We Remember: The Story of the Holocaust
2. Holocaust: Maps and Photographs by Martin Gilbert

Note: For teachers who borrow the Holocaust Center's middle or high school teaching trunks, there are copies of this book in the trunk. Students may be divided into groups of two or three for this activity.

- Map 1 "Two Thousand Years of Jewish Life in Europe"
- Map 2 "A Thousand Years of Jewish Culture and Communal Life"
- Map 3 "Some Early Records of Town Life in Europe before 1600"
- Map 4 "Persecution, Expulsion and Refuge, 1000 – 1600 AD"
- Map 5 "Massacre, Pogrom and Emigration, 1600 – 1920"

3. Handout: "Map Activity Questions"