

Proposed Holocaust Education Standards

Grade 4
Standard 1: SS.4.HE.1. Foundations of Holocaust Education
SS.4.HE.1.1 Compare and contrast Judaism to other major religions observed around the world, and in the United States and Florida.
Grade 5
Standard 1: SS.5.HE.1. Foundations of Holocaust Education
SS.5.HE.1.1 Define antisemitism as prejudice against or hatred of the Jewish people. <ul style="list-style-type: none"> • Students will recognize the Holocaust as history’s most extreme example of antisemitism. • Teachers will provide students with an age-appropriate definition of with the Holocaust.
Grades 6-8
Standard 1: SS.68.HE.1. Foundations of Holocaust Education
SS.68.HE.1.1 Define the Holocaust as the planned and systematic, state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> • Students will recognize the Holocaust as history’s most extreme example of antisemitism. • Students will define antisemitism as prejudice against or hatred of Jewish people.
Grades 9-12
Standard 1: SS.HE.912.1. Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.
SS.912.HE.1.1 Define the terms Shoah and Holocaust. <ul style="list-style-type: none"> • Students will distinguish how the terms are appropriately applied in different contexts.
SS.912.HE.1.2 Explain the origins of antisemitism. <ul style="list-style-type: none"> • Students will recognize that the political, social and economic applications of antisemitism led to the organized pogroms against Jewish people. • Students will recognize that The Protocols of the Elders of Zion are a hoax and utilized as propaganda against Jewish people both in Europe and internationally. • Students will identify antisemitic events and incidents from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages and Modern era).
SS.912.HE.1.3 Analyze how the Treaty of Versailles led to the increasing spread of antisemitism in Germany and the rise of the Nazis. <ul style="list-style-type: none"> • Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyper-inflation, the Great Depression, unemployment, the 1920’s Nazi platform, the Dawes Plan, the Golden Age, and failure of the Weimar Republic). • Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.
SS.912.HE.1.4 Explain how the National Socialist German Workers’ Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. <ul style="list-style-type: none"> • Students will compare Germany’s political parties and their system of proportional representation in national elections from 1920 to 1932. • Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, Gestapo, and Hitler’s inner circle helped him gain and maintain power after 1933.

<ul style="list-style-type: none"> Students will recognize how the following contributed to Hitler’s rise to power: Adolf Hitler’s Munich Beerhall Putsch, Hitler’s arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat Act of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg’s death, and Hitler as Fuhrer).
<p>SS.912.HE.1.5 Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> Students will recognize that alternative views were eliminated (e.g., book burnings, censorship, state control over the media). Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.”
<p>SS.912.HE.1.6 Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p> <ul style="list-style-type: none"> Students will recognize the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel). Students will recognize how the Nazi used the public education system to indoctrinate youth and children. Students will recognize that Nazi ideology supplanted prior beliefs.
<p>SS.912.HE.1.7 Explain what is meant by the Aryan Race and why this terminology was used.</p> <ul style="list-style-type: none"> Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race. Students will understand how the Nazis used propaganda, pseudo-science, and the law to transform Judaism from a religion to a race. Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race. Students will recognize that eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.
<p>Standard 2: SS.HE.912.2 Explain the significant events, public policies, and experiences of the Holocaust.</p>
<p>SS.912.HE.2.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and annexed territories (e.g., the Rhineland, Sudetenland, and Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> Students will understand the Nuremberg Laws and explain their effects. Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.
<p>SS.912.HE.2.2 Analyze the causes and effects of Kristallnacht and how it precipitated the escalation of anti-Jewish policy in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht. Students will identify the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany. Students will analyze the effects of Kristallnacht on European and World Jewry using primary sources (e.g., newspapers, images, survivor testimony and video). Students will analyze the effects of Kristallnacht on the International Community using primary sources (e.g., newspapers, images, survivor testimony and video).
<p>SS.912.HE.2.3 Analyze Hitler’s motivations for invading Poland.</p> <ul style="list-style-type: none"> Students will recognize the term <i>lebensraum</i> or living space as an essential piece of Nazi ideology that led to territorial expansion and invasion. Students will recognize that Hitler used the Molotov-Ribbentrop Pact as a means to keep the Soviet Union out of the war.
<p>SS.912.HE.2.4 Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p>

<ul style="list-style-type: none"> • Students will recognize that immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference and the immigration quota systems). • Students will explain how Kindertransports saved the lives of Jewish children.
<p>SS.912.HE.2.5 Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> • Students will explain the effects of Nazi “racial hygiene” policies on various groups, including, but not limited to ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.
<p>SS.912.HE.2.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 – 1945.</p> <ul style="list-style-type: none"> • Students will recognize resistance efforts, including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe. • Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, survivor testimony and video).
<p>SS.912.HE.2.7 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> • Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).
<p>SS.912.HE.2.8 Examine how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> • Students will recognize that corporate complicity includes, but is not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).
<p>SS.912.HE.2.9 Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> • Students will recognize major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest. • Students will recognize that the psychological and physical impact on those doing the killing led to the implementation of the Final Solution. • Students will discuss why the Final Solution was adopted at the Wannsee Conference.
<p>SS.912.HE.2.10 Explain the origins and purpose of ghettos in Eastern Europe.</p> <ul style="list-style-type: none"> • Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos. • Students will identify the locations of various ghettos.
<p>SS.912.HE.2.11 Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> • Students will explain the origins and purpose of the Judenrat. • Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos. • Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps. • Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.

<ul style="list-style-type: none"> Students will describe various attempts at escape and forms of resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.
<p>SS.912.HE.2.12 Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> Students will identify countries that had Partisan groups who fought the Nazis. Students will explain the warfare tactics utilized by the resistance movements against the Nazis. Students will recognize that not all resistance movements accepted Jews.
<p>SS.912.HE.2.13 Describe life in the various camps.</p> <ul style="list-style-type: none"> Students will recognize the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and S.S. leadership and mechanics of murder. Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life. Students will describe various attempts at escape and forms of resistance within the camps. Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis. Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar), and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.” Students will identify the six primary death camps as part of Operation Reinhard (Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka) and their locations.
<p>SS.912.HE.2.14 Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.
<p>SS.912.HE.2.15 Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors. Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms and relocation). Students will recognize that the term Holocaust survivor may also apply to individuals that survived the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators.
<p>Standard 3: SS.HE.912.3. Discuss the impact and aftermath of the Holocaust.</p>
<p>SS.912.HE.3.1 Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust. Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations and jurisdictional issues).

- Students will recognize why members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.

SS.912.HE.3.2 Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgement of the international community.

- Students will recognize the Eichmann Trial as the first time that Israel, the Jewish state, held a Nazi criminal accountable.

SS.912.HE.3.3 Explain the causes and effects of the Zionist movement.

- Students will recognize Theodor Herzl as the founder of the Zionist movement
- Students will explain how the Zionist movement that began in the nineteenth century led to the creation of the modern State of Israel in 1948.
- Students will recognize that the Zionist movement led to the separation of the Jewish and non-Jewish world (examples include, but are not limited to, the Zionist Congress; the Balfour Declaration; the encouragement of agriculture; the revival of the Hebrew language; and the establishment of universities, unions, judicial systems, hospitals and elections).

SS.912.HE.3.4 Explain the effects of Holocaust denial on contemporary society.

- Students will explain how Holocaust denial has helped to contribute to the creation of contemporary propaganda and the facile denial of political and social realities.

SS.912.HE.3.5 Explain why it is important for current and future generations to learn from the Holocaust.

- Students will recognize lessons learned from the Holocaust including, but not limited to, respect for human dignity, civic responsibility, cultural diversity and religious freedom.
- Students will identify ways societies and individuals remember those who preceded them.
- Students will recognize the significance of "Never Again".