Where Do We Go Now? The Jewish Population After World War II

Students learn about human migration as a result of WWII.

<table>
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<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<tr>
<td><strong>ELEMENT ONE: The World in Spatial Terms</strong></td>
<td><strong>Concept 1: The World in Spatial Terms</strong></td>
<td><strong>Strand 2: World History Concept 8: World At War</strong></td>
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<tr>
<td>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</td>
<td><strong>PO 1. Construct maps, charts, and graphs to display geographic information.</strong></td>
<td><strong>PO 6. Summarize each of the following outcomes of World War II:</strong></td>
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<td>2. How to analyze the spatial organization of people, places, and environments on Earth's surface.</td>
<td><strong>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</strong></td>
<td>a. redrawing of political boundaries in Europe</td>
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<td><strong>ELEMENT FOUR: Human Systems</strong></td>
<td><strong>PO 3. Interpret maps, charts, and geographic databases using geographic information.</strong></td>
<td>b. tensions leading to Cold War</td>
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<td>9. The characteristics, distribution, and migration of human populations on Earth's surface.</td>
<td><strong>Concept 2: Places and Regions</strong></td>
<td>c. formation of the United Nations</td>
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<td>10. The processes, patterns, and functions of human settlement.</td>
<td><strong>PO 1. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).</strong></td>
<td>d. beginning of atomic age</td>
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<td>11. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.</td>
<td><strong>PO 05. Describe how a place changes over time.</strong></td>
<td>e. rebuilding of Japan</td>
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<td><strong>Concept 4: Human Systems</strong></td>
<td><strong>PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</strong></td>
<td><strong>PO 8. Describe the following events resulting from World War II:</strong></td>
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<td><strong>PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.</strong></td>
<td><strong>PO 14. Describe the following events in the Middle East during the 20th and 21st centuries:</strong></td>
<td>a. creation of Israel</td>
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<td><strong>PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</strong></td>
<td>b. conflicts between Israeli and Palestinian governments</td>
<td>b. Persian Gulf War</td>
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<td><strong>ELA Common Core Standards</strong></td>
<td><strong>6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
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<td><strong>Reading Standards for 6-8 for Literacy in History/Social Studies</strong></td>
<td><strong>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
<td><strong>ARIZONA GEOGRAPHIC ALLIANCE</strong></td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Author</strong> Jillian Kratzke</td>
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</table>
| **Grade Level** 8 | **Duration** 1-2 class periods | **Class Periods**
Overview
After World War II, there were millions of displaced persons all over Europe. Most of these people had nowhere to go. Eventually these people started to relocate and this caused massive migrations around the world.

Purpose
The purpose of this lesson is to introduce students to the devastation of Europe after World War II. By looking at the people that it affected the most, the Jewish population, students will understand the effects of human migration on different places throughout the world.

Materials
- Map of Europe before World War II.
- Map of Europe after World War II.
- Worksheet showing percentages of Jewish people before WWII and after WWII
- Atlases showing countries of Europe pre and post WWII
- Answer key for mapping worksheet
- Colored pencils
- Textbook reading on the creation of Israel and the movement of people to this area
- Map of Middle East (if doing extension)

Objectives
The student will be able to:
1. Map the countries with large Jewish populations before World War II and after World War II.
2. Describe the push and pull factors for displaced persons after World War II.
3. Examine the numbers Jewish people living in countries throughout Europe pre and post World War II.
4. Describe why the nation of Israel was created.

Procedures
Prerequisite Skills: This should be one of the lessons toward the end of a World War II unit. Students should already understand the Holocaust and the conclusion of the war in 1945.

SESSION ONE
1. Distribute the pre-World War II map and atlases and have them label the countries of Europe prior to WWII. Distribute the worksheet stating the percentages of Jewish people living in these countries before and after WWII. Have the class brainstorm a legend for coloring in the countries according to the percentage of Jewish people living there. Remind the students to create a legend that will explain these colors on the map.

2. Discuss with students the larger Jewish populated countries and why there might be more people living in certain areas.

3. Give students the post-World War II map and they will label the countries after World War II. Again they will need to make a legend and color in the percentage of Jewish people living in those countries.

4. End the session with a comparison of the two maps both in terms of boundaries of countries and in change in population statistics.

SESSION TWO
5. Begin the session with a discussion with a focus on Poland. What boundaries changed on Poland? How did the population of Jews change?

6. Change the class discussion to displaced persons: Jews, Gypsies, Romas, etc. Where can these people go once the camps were liberated? They can’t go back home, so what can they do?

7. Historians estimate that as many as 11 million people were displaced after World War II. Discuss that many countries at this point had immigration laws in place. Some countries would take in skilled workers, but the number was very few.

6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge
6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
8. Display a world map. Tell students to keep in mind European cultures. Where could the displaced persons go?

9. Almost half of the Jewish population after World War II went to Israel. Read in the textbook about the creation of Israel. Discuss why Jews wanted to go to Palestine.

10. End the session my making a connection to current events and the hostilities between Jews and Palestinians that have lasted for 60 years now.

Assessment

The worksheet and the map work can be graded with 80% or higher as seen as mastery.

Students can be given credit for contributing to the class discussion.

Students can create a short essay on what happened to the Jews after WWII using information from their maps, worksheet, and from the textbook reading. The essay can be graded using the 6 Traits Writing Rubric.

Extensions

Have students research different countries throughout Europe post World War II and find out how many Jewish people actually emigrated to that particular country.

Displaced persons arise from other situations. Have students research the relocation of Hopis and Navajos that took place in the last 60 years.

Sources

