



Where Do We Go Now?

The Jewish Population After World War II

Author
Grade Level
Duration

Jillian Kratzke
7 and High School
2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Element 4: Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface.
12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing
Production and Distribution of Writing
7.W.4 and 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

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 will relocate. Where did they go?

Purpose

The purpose of this lesson is to introduce students to one aspect of the devastation of Europe after World War II. By looking at one group of people that were affected greatly, the Jewish population; students will learn about the effects of human migration on different places throughout the world after this war.

Materials

- Jewish Population in 1935 map (unlabeled) https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1935_mapblank.pdf
- Jewish Population in 1935 map (answer key) https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1935_Labeled.pdf
- Jewish Population in 1995 map (unlabeled) https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1995.pdf
- Jewish Population in 1995 map (answer key) https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1995.pdf
- Mapping Worksheet
- Atlases showing countries of Europe pre and post WWII
- Colored pencils
- Europe After World War One (1918) http://geoalliance.asu.edu/sites/default/files/maps/EU_AfterWW1.pdf
- Europe Before World War Two (1939) http://geoalliance.asu.edu/sites/default/files/maps/EU_BeforeWW2.pdf
- Europe After World War Two (1945) http://geoalliance.asu.edu/sites/default/files/maps/EU_AfterWW2.pdf
- Textbook or supplemental reading on the creation of Israel and the movement of people after WWII

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. Compare boundaries of pre- and post-World War II European countries.
4. Describe the creation of Israel as a nation.
5. Research modern-day refugees/displaced people

Procedures

Prerequisite Skills: This lesson should be taught 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 Jewish Population in 1935 map (unlabeled) https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1935_mapblank.pdf, the Mapping Worksheet, colored pencils, and atlases. Have students label the countries of Europe prior to WWII with large Jewish populations and create a legend that will explain the 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. Distribute the Jewish Population in 1995 map. https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/KratzkeMigrationPostWWII/Europe_1995.pdf
4. End the session with a discussion comparing the two maps' population statistics. 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.

SESSION TWO

1. Project each of these maps and discuss how boundaries changed in various countries.
Europe After World War One (1918) http://geoalliance.asu.edu/sites/default/files/maps/EU_AfterWW1.pdf
Europe Before World War Two (1939) http://geoalliance.asu.edu/sites/default/files/maps/EU_BeforeWW2.pdf

Europe After World War Two (1945)
http://geoalliance.asu.edu/sites/default/files/maps/EU_AfterWW2.pdf

2. Historians estimate that as many as 11 million people were displaced after World War II. Discuss displaced persons after WWII besides the Jews. This could include political prisoners, Romas, people who countries are now under Soviet domination, etc. Where can these people go after they were liberated? Maybe they can't go back home, so what can they do?
3. Have students use classroom resources and handheld devices to research modern day refugees. As an assessment, have students identify one area of the world from which people are fleeing or displaced and the reason for their displacement from their homelands. This should be a well-constructed paragraph or two.

Assessment

Geography

The Mapping Worksheet and the map work can be graded for completeness and accuracy. Mastery will be a score of 80% or higher.

Social Science and ELA

Students' paragraph(s) on refugees/displaced people can be graded using the 6 Traits Writing Rubric in the areas of Ideas/Content and Organization. Mastery will be a score of 4 or higher.

Extensions

Displaced persons situations can arise from events in the U.S. Have students research the relocation of Hopis and Navajos that took place in the past. Where do victims of natural disasters go if they cannot return home?

Sources

Bauer, Yehuda. *A History of the Holocaust*. Revised Edition. Danbury, CT: Franklin Watts, 2001. Print.

Dawidowicz, Lucy. *The War Against the Jews*. Tenth Anniversary Edition. New York: Bantam Books, 1986. Print.

Greenfield, Howard. *After the Holocaust*. New York: HarperCollins Children's Books, 2001. Print.