

Teaching the Holocaust to Children:
Conceptual Framework of the Florida Holocaust Curriculum

by

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The Conceptual Framework:

Prevention K-3



- celebration of difference/understanding what we have in common
- prejudging based on appearance, culture
- prejudging based on notions of superiority/inferiority
- overcoming prejudice

Intervention 4-5



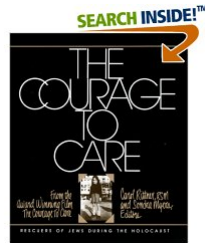
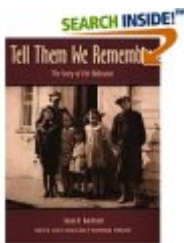
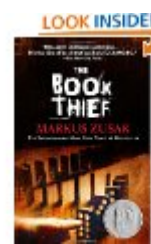
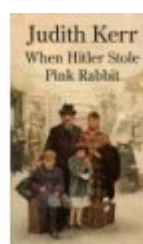
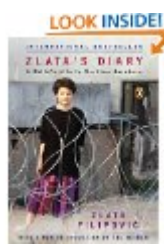
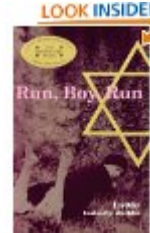
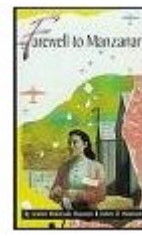
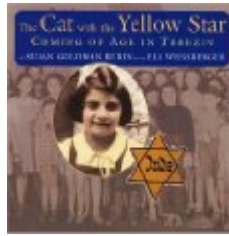
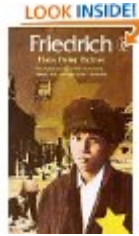
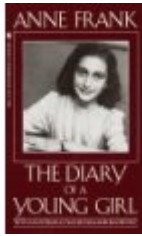
- upstanding
- rescue
- self-reliance

Hospitality 4-12



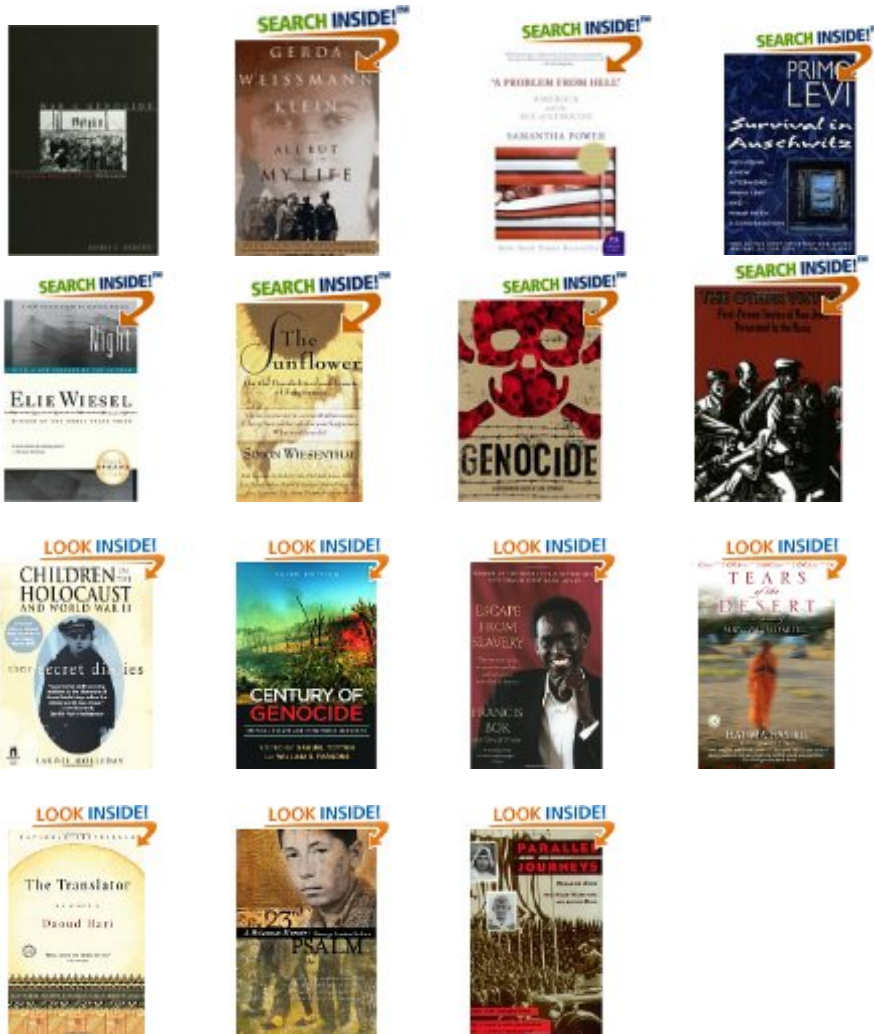
- open, public solidarity with oppressed people
- breaking a refugee's isolation
 - providing haven for refugees
 - welcoming refugees and survivors into a community
- embracing the memory of a refugee/survivor's sorrow/pain/loss as part of the whole community's history

Intervention and Self-reliance 6-8



- upstanding
- rescue
- self-reliance

Comprehending and Analyzing the Holocaust/Genocide 9-12



- the vitality of Jewish life in Europe before 1933 in Germany/1939 Europe
- sources of anti-Judaism and anti-Semitism in Europe
- sources of racism and eugenics movement in US and Europe
- impact of World War I and the rise of National Socialism in Germany
- impact of prejudice on public policy regarding minorities
- loss of civil liberties/disfranchisement/economic expropriation/deportation/concentration/genocide
- failure of international community to constrain Germany 1933-1939
- relationship between the progress of the war and the decision for genocide
- Jewish resistance during the Holocaust
- refugee crisis prior to 1930
- Displaced Persons/refugee crises after 1945
- Human Rights and Genocide after the Holocaust
- from memory to action: standing against genocide today