



West Georgia RESA
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Holocaust Trunks Instructional Resources Available for Check Out

In partnership with the Jewish Material Claims Against Germany, Inc. and the Georgia Department of Education, the Georgia Commission on the Holocaust is proud to present the Holocaust Learning Trunks Project to the state of Georgia.

Teachers will use these trunks to teach about World War II, the Holocaust and genocide. Students participating in this project will be able to express their social conscience, sensitivity and appreciation for diversity, respect for all people, and inspire teaching and learning for all humanity.

Georgia Commission on the Holocaust

Please visit the official Georgia Commission on the Holocaust's [Trunk Project page](#) for more detailed information about the project.

For Trunk Check-out

Please contact Gina Baker at West Georgia RESA to check out one of our two trunks (gbaker@garesa.org). Schools are encouraged to coordinate the sharing of trunk materials among members of the faculty in order to maximize inter-disciplinary learning. Trunks may be checked out for four weeks at a time and will be reserved on a first come, first served basis. This is, of course, a free resource; however, teachers and students using the trunks are required to complete a short survey designed by the Commission. Upon completion, those surveys are to be mailed to the Commission.



Aligned Standards

Sixth Grade

SS6G11 The student will describe the cultural characteristics of Europe.

- a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
- b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
- c. Explain how the literacy rate affects the standard of living in Europe.

SS6H7 The student will explain conflict and change in Europe to the 21st century.

- a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Seventh Grade

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- d. Explain the reason for the division between Sunni and Shia Muslims.
- e. Evaluate how the literacy rate affects the standard of living.

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

- a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
- b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- c. Describe how land and religion are reasons for continuing conflicts in the Middle East.
- d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

Eighth Grade

SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.