

WPS Holocaust & Genocide Studies Unit 2: Genocide in the 20th and 21st Centuries

Unit: *Social Sciences and History*, Grade(s) *Grade 11 - Grade 12*

In this second unit of study, students will continue to follow the progression of Facing History and Ourselves's scope and sequence. Students will further explore the choices that individuals make in history as victims, witnesses, collaborators, bystanders, rescuers, and perpetrators. Unit two of the course will include the study of History with the Holocaust and introduce students to other 20th and 21st century genocides. We will examine Judgement, Memory, and the Legacy of the Holocaust and other genocides. The course will conclude with students Choosing to Participate. Students will be encouraged to think about ways to be active citizens in their local communities and farther through caring and reflecting on the values impressed upon them in the course of study. There will be a focus on a shared humanity.

In the study of the Holocaust, students will segway from the Nazis' rise to power under the Weimar Republic into how Germany so quickly was able to see a society conform to the values of the Nazi party under Adolf Hitler. The use of propaganda, open aggression towards Jews and other people deemed unworthy under the Nazi agenda, the passage and implementation of the Nuremberg Laws, the world's response, life in the ghettos, survival at the concentration camps, liberation, and life after the Holocaust will all be examined in this second unit of study. Other examples of genocides to be addressed will include Bosnia, Rwanda, the Democratic Republic of Congo, Darfur, and any ongoing conflicts in the world. We will also address the most recent crimes carried out against the Syrians under the Assad regime in Syria since 2011 and the documented mass atrocities committed against the Muslim Rohingya civilians by the Burmese military as of 2017.

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

Essential Questions

- EQ 1: What made it possible for the Nazis to transform Germany into a dictatorship during their first years in power?
- EQ 2: What choices do individuals have in the face of an emerging dictatorship? What can they do to nurture democracy and help it survive?
- EQ 3: What roles do institutions--such as the media, law enforcement, schools, churches, and industry play in sustaining democracy or enabling its destruction?
- EQ 4: In what ways did the Nazis use laws to create "in" groups and "out" groups in German society? How did they also appeal to people's hearts and minds?
- EQ 5: What were some of the reasons that the Nazis' ideas of a "national community" appealed to many Germans? Why did it appeal to particular groups, like young people?
- EQ 6: What are the dangers of appeasement?
- EQ 7: What did it mean to be an outsider or even a dissenter in an otherwise "racially pure and harmonious national community?" What did it mean to be an insider?
- EQ 8: What choices were available to world leaders in response to Nazi Germany's aggression toward other countries and toward groups of people in the late 1930s? What factors influenced the choices these leaders made?
- EQ 9: What choices were possible for individuals in response to Nazi Germany's aggression? In what ways could individuals influence the actions of governments? In what ways could they make a difference on their own?
- EQ 10: What are the consequences when a nation removed a group of people from its universe of obligation?
- EQ 11: At what point does a nation have a right or even a duty to intervene in the affairs of other nations?
- EQ 12: What influenced many Germans to continue supporting the Nazi government even as their nation started a new war and began

murdering portions of both the German population and the populations of other countries?

EQ 13: How did the war change the opportunities for dissent or resistance against the Nazi regime? What were the consequences of protest?

EQ 14: What is the Holocaust? How did earlier choices of individuals, groups, and entire nations help to make it possible?

EQ 15: What can we learn about human behavior from confronting this history? What can we learn about ourselves? What new questions does this history raise for us in the twenty-first century?

EQ 16: What is justice?

EQ 17: Can justice be achieved after mass murder on the enormous scale of the Holocaust? How can we know whether or not justice has been achieved?

EQ 18: What role, if any, do vengeance and forgiveness play in seeking justice after mass atrocities?

EQ 19: What are the stages of genocide?

EQ 20: What is the triangle of hate?

EQ 21: Is there overlap between and among the meanings of genocide, ethnic cleansing and crimes against humanity?

EQ 22: Under the 1948 Convention on the Prevention and Punishment of the Crime of Genocide, what acts can constitute genocide?

EQ 23: What is the genocide against the Tutsi in Rwanda?

Q 24: What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?

EQ 25: How does the past influence us as individuals and as members of a society? Does the past influence us differently depending on our individual identities?

EQ 26: Why is it important to remember the past? What are the consequences of not remembering?

Enduring Understandings

EU 1: Politics created by a group of people have the ability to affect society as a whole.

EU 2: Media and propaganda play an important role in influencing a society.

EU 3: Civil rights should be viewed as human rights.

EU 4: The “final solution” was the euphemism the Nazi Party used to refer to their systematic mass murder of European Jewry.

EU 5: European Jewry and other targets of Nazi persecution and mass murder used resistance as a tool against the Nazis.

EU 6: Resistance during the Holocaust included organized armed resistance to oppression as well as can be spiritual and religious.

EU 7: The Holocaust was the state-sponsored persecution and murder of six million Jews and other people deemed undesirable under the Nazi regime from 1933 to 1945.

EU 8: June 1991 marked the beginning of ethnic cleansing that took place in the former Yugoslavia when the republics of Slovenia and Croatia declared independence.

EU 9: In 1994 over a period of 100 days, over 800,000 ethnic Tutsi were murdered by the Hutu ethnic majority extremists during the Rwandan genocide.

EU 10: The Darfur genocide has been ongoing since 2003 in the Darfur region of Sudan where the mass slaughter and rape of Darfuri men, women, and children continues by the Janjaweed.

EU 11: It is important to create awareness about ongoing crimes against humanity in order to save civilian lives and give the victims a voice, such as with Syria.

EU 12: The impact of new technology can assist with the spreading or stopping of the way countries detect and respond to mass atrocities in

the world.

EU 13: Awareness and intervention can help prevent or stop acts of genocide or mass atrocities in the world.

Students will be able to...

- Identify Nazi policies, laws and teachings following their rise to power in Germany.
- Examine the impact of the Nuremberg Laws on German Jews.
- Analyze events and programs that led to the “final solution.”
- Examine the origins, the establishments, conditions and daily operations of the concentration and death camps.
- Determine the impact of literature, art and music in the ghettos and camps.
- Explain the roles of businesses, legal, scientific and medical professions as well as the role religious groups played during the Holocaust.
- Identify the response of Germans and collaborators from other nations.
- Analyze the role of mass media and propaganda.
- Examine the world-wide response to the treatment of Jews in Europe.
- Reflect upon the importance of eyewitness testimony.
- Identify Nazi policies and teachings.
- Analyze the impact of Jewish life from the Nuremberg Laws.
- Compare and contrast the Nuremberg Laws to the Jim Crow Laws in the United States.
- Identify the following events/programs: Kristallnacht, Eugenics Program, Euthanasia Program, Isolation and Deportation of Jews.
- Compare and contrast the ideologies of the Nazis with white supremacists today.
- Reflect upon first-hand experiences of survivors.
- Explain the deportation and relocation of the Jews.
- List ghettos of Eastern Europe and locate them on a map.
- Describe the conditions of the concentration and death camps.
- Listen to music from the ghettos and the camps.
- Explain why some American companies continued to operate in Germany after the war began.
- Examine the role of legal professionals during the Holocaust.
- Examine how Henry Ford, a respected American was an anti-Semite.
- Analyze the outcome of the Evian Conference in 1938.
- Examine the voyage of the *St. Louis*.
- Research American Jewish organizations and leadership and Jewish leaders during the 1930's and 1940's.
- Visit the United States Holocaust Museum to view and read testimonies of survivors and liberators.
- Analyze document: “Declaration of Amnesty-Auschwitz 50 years later”
- Visit the Museum of Jewish Heritage in NYC
- Host a Holocaust and/or genocide survivor
- Visit the Esther Raab Holocaust Museum and Goodwin Education Center
- List challenges in defying the Nazi party.
- Identify the ways Jews and non-Jewish citizens resisted the Nazi party.
- Examine resistance.
- Research the reasons rescuers decided to help.
- Compare the Jewish refugee situation with recent 21st century struggles, such as the Syrian refugee crisis.
- Analyze how other countries responded to the struggles Jews and other discriminated groups faced in Germany under Hitler and the Nazi Party.
- Define resistance.
- Analyze reasons people intervened during the Holocaust.
- Determine reasons people chose to rescue strangers during the way.
- Analyze obstacles faced by resisters and rescuers.
- Examine diaries and memoirs of people who expressed spiritual and religious resistance in their journals.
- Identify and analyze forms of Jewish and non-Jewish resistance.

Evidence of Learning/ Assessment

Summative Assessment #1:
Holocaust Museum Field Trip Assessment (cumulative)/Essay Test
Summative Assessment #2:
[Memorial Project](#)

Formative Assessment #1:
Obedience, Conformity, Education, and Propaganda Quiz
Formative Assessment #2:
[Justice After the Holocaust Quiz](#)

Instructional Design/Learning Plan

[Suggested Sequence for Learning: Unit 2](#)

- Analyze primary source documents and photographs
- Timelines
- Writing assignments
- Song/lyrical analysis
- Journal Entries
- Excerpts from novels
- View documentaries with essential questions
- View feature films with corresponding study guides
- Make a collage
- Surveys
- Read and assess biographies, interviews, articles
- Prepare a scrapbook
- Group discussion participation
- Role playing
- Reflective essays
- Museum field trips
- Guest speakers
- Create PowerPoint presentations
- Shoah Foundation Eyewitness Archive webquests
- Read *Maus* and create a differentiated project

Unit Materials

Movies and Documentaries:

Behind Enemy Lines. Dir. John Moore. 20th Century Fox, 2001. Film.

Defiance. Dir. Edward Zwick. Paramount Vantage, 2008. Film.

Defying the Nazis: The Sharps War. Ken Burns. PBS, 2017. Documentary

Denial. Dir. Mick Jackson. Krasnoff/Foster Entertainment, Shoebox Films, Participant Media, BBC Films, 2016, Film.

Heck, Alphonso. *Heil Hitler: Confessions of a Hitler Youth*. HBO, 1991, Documentary.

Ghosts of Rwanda. Dirs. Greg Barker and Darren Kemp. 2004, Documentary. (PBS Home Video)

Hotel Rwanda. Dir. Terry George. United Artists, Lions Gates Films and Industrial Corporation of South Africa, 2005, Film.

I'm Still Here. Dir. Lauren Lazin. MTV, 2005, Documentary.

Into the Arms of Strangers Stories of the Kindertransport. Dir. Mark Jonathan Harris. Warner Brothers, 2000, Documentary.

Jesse Owens. Dir. Lauren Grants. PBS American Experience, 2012, Documentary.

Judgement at Nuremberg. Roxlom Films, 1961, Film.

Nicholas Winton: The Power of Good. Gelman Educational Foundation, 2009, Documentary.

The Last Days. Dir. James Moll. The Shoah Foundation and Steven Spielberg, 1998, Documentary.

The Pianist. Dir. Roman Polanski. R.P. Productions and Heritage Films, 2003, Film.

Schindler's List. Dir. Steven Spielberg. Universal Pictures, 1993, Film. *(also with interviews)*

Sometimes in April. Dir. Raoul Peck. HBO Films, 2005, Film.

Uprising. Dir. Jon Avet. Avnet/Kerner Productions, 2001, Film.

Online Resources:

<https://abcnews.go.com/>

<http://www.bbc.com/>

<https://www.cbsnews.com/>

<https://www.cnn.com/>

<https://www.facinghistory.org/>

<https://www.nbcnews.com/>

<https://www.pbs.org/>

<https://www.tolerance.org/>

<http://www.un.org/en/genocideprevention/genocide.html>

<https://www.ushmm.org/>

<http://www.yadvashem.org/>

There will also be other select clips viewed from YouTube that correspond with the material being taught. One of the goals of this course is teaching students to be upstanders and not bystanders. We will also work with current event issues as they relate to the course.

Course Texts

Bernard-Donals, Michael. *An Introduction to Holocaust Studies*. 2006. Prentice Hall, Inc. NJ.

Botwinick, Rita Steinhardt. *A History of the Holocaust: From Ideology to Annihilation*. 2009. Prentice Hall, Inc. NJ.

Niewyk, Donald L. *The Holocaust Problems and Perspectives of Interpretation Fourth Edition*. 2011. Wadsworth Cengage Learning. MA.

Sigward, Daniel, Marty Sleeper, Laura Tavares, and Jocelyn Stanton. *Facing History and Ourselves*. 2017. Facing History and Ourselves Foundation, Inc. Brookline, MA.

Spiegelman, Art. *The Complete Maus 25th Anniversary Edition*. 2011. Pantheon Books New York.

Strom, Margaret Stern. *Facing History and Ourselves*. 1994. Facing History and Ourselves Foundation, Inc. Brookline, MA.

Standards Covered

*ELA NJSL

History, Social Studies, Science and Technical Subjects Grade 11-12

RH: Reading History

● Craft and Structure

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

● Integration of Knowledge and Ideas

- RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

● Key Ideas and Details

- RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate

summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

- RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

WHST: Writing History, Science and Technical Subjects

- **Production and Distribution of Writing**
 - WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - WHST.11-12.6: Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- **Range of Writing**
 - WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **Research to Build and Present Knowledge**
 - WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.
- **Text Types and Purposes**
 - WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - WHST.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - WHST.11-12.2.C: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - WHST.11-12.2.D: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - WHST.11-12.2.E: Provide a concluding paragraph or section that supports the argument presented.

*Social Studies NJSL

SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.6: The Emergence of Modern America (1890-1930)

- SOC.6.1.12.A.7: Civics, Government, and Human Rights
 - SOC.6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- SOC.6.1.12.A.8: Civics, Government, and Human Rights
 - SOC.6.1.12.A.8.b: Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
 - SOC.6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor

organizations.

- SOC.6.1.12.B.7: **Geography, People, and the Environment**
 - SOC.6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.
- SOC.6.1.12.D.7: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.7.b: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
 - SOC.6.1.12.D.7.c: Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

SOC.6.1.12.7: The Great Depression and World War II (1929-1945)

- SOC.6.1.12.A.11: **Civics, Government, and Human Rights**
 - SOC.6.1.12.A.11.a: Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.
 - SOC.6.1.12.A.11.b: Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
 - SOC.6.1.12.A.11.c: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- SOC.6.1.12.CS11: **The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.**
- SOC.6.1.12.D.9: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- SOC.6.1.12.D.11: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
 - SOC.6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
 - SOC.6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

SOC.6.1.12.8: Postwar United States (1945 to early 1970s)

- SOC.6.1.12.B.12: **Geography, People, and the Environment**
 - SOC.6.1.12.B.12.a: Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

SOC.6.1.12.9: Contemporary United States (1970-Today)

- SOC.6.1.12.A.15: **Civics, Government, and Human Rights**
 - SOC.6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
 - SOC.6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
 - SOC.6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- SOC.6.1.12.A.16: **Civics, Government, and Human Rights**
 - SOC.6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.
 - SOC.6.1.12.A.16.b: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- SOC.6.1.12.B.15: **Geography, People, and the Environment**
 - SOC.6.1.12.B.15.a: Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- SOC.6.1.12.B.16: **Geography, People, and the Environment**

- SOC.6.1.12.B.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- SOC.6.1.12.CS14: Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
- SOC.6.1.12.CS15: Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
- SOC.6.1.12.CS16: Contemporary United States: Interconnected Global Society: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
- SOC.6.1.12.D.14: History, Culture, and Perspectives
 - SOC.6.1.12.D.14.a: Determine the relationship between United States domestic and foreign policies.
- SOC.6.1.12.D.15: History, Culture, and Perspectives
 - SOC.6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
 - SOC.6.1.12.D.15.b: Compare the perspectives of other nations and the United States regarding United States foreign policy.
 - SOC.6.1.12.D.15.c: Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
 - SOC.6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

SOC.6.2.12: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.4: A Half-Century of Crisis and Achievement (1900-1945)

- SOC.6.2.12.A.4: Civics, Government, and Human Rights
 - SOC.6.2.12.A.4.a: Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
 - SOC.6.2.12.A.4.c: Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
 - SOC.6.2.12.A.4.d: Assess government responses to incidents of ethnic cleansing and genocide.
- SOC.6.2.12.B.4: Geography, People, and the Environment
 - SOC.6.2.12.B.4.a: Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
 - SOC.6.2.12.B.4.c: Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- SOC.6.2.12.C.4: Economics, Innovation, and Technology
 - SOC.6.2.12.C.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
 - SOC.6.2.12.C.4.b: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- SOC.6.2.12.D.4: History, Culture, and Perspectives
 - SOC.6.2.12.D.4.b: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
 - SOC.6.2.12.D.4.e: Compare how Allied countries responded to the expansionist actions of Germany and Italy.
 - SOC.6.2.12.D.4.g: Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
 - SOC.6.2.12.D.4.h: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

- SOC.6.2.12.D.4.i: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

SOC.6.2.12.5: The 20th Century Since 1945 (1945-Today)

- SOC.6.2.12.A.5: Civics, Government, and Human Rights
 - SOC.6.2.12.A.5.a: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
 - SOC.6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
 - SOC.6.2.12.A.5.c: Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
 - SOC.6.2.12.A.5.d: Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
 - SOC.6.2.12.A.5.e: Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- SOC.6.2.12.CS5: The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
- SOC.6.2.12.D.5: History, Culture, and Perspectives
 - SOC.6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

SOC.6.3.12: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.12.A: Civics, Government, and Human Rights

- SOC.6.3.12.A.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- SOC.6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

SOC.6.3.12.CS2: Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

SOC.6.3.12.CS4: Critically analyze information, make ethical judgments, and responsibly address controversial issues.

SOC.6.3.12.CS5: Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

SOC.6.3.12.CS6: Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

SOC.6.3.12.CS7: Take actions that result in a more just and equitable society.

SOC.6.3.12.D: History, Culture, and Perspectives

- SOC.6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- SOC.6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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3: Learners use skills, resources, and tools to: Share knowledge and participate ethically and productively as members of our democratic society.

3.1: Skills

- 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3: Use writing and speaking skills to communicate new understandings effectively.
- 3.1.6: Use information and technology ethically and responsibly.

Additional Properties

Author: Zalika, Ron

Cost/Fee: No

Restricted Use: No

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Keywords:

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