09 World War II/Holocaust

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.EconEM.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.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.HistoryCC.4.d	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.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	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.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.a	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.
6.2.12.HistoryCC.5.f	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, Middle East).
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

1. War is a culmination of numerous and varied events and actions.
2. Intolerance and hatred have historically been used as tools to achieve power.
3. Evil thrives on people's indifference and ignorance.
4. Religious and cultural differences can lead to conflict.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. What are the roots of anti-Semitism in Europe and why did Hitler use Jews as a Scapegoat in the 1930s and 40s? Ultimately how did anti-Semitism evolve into the Holocaust?
2. How did technology and strategy play out on the battlefields during World War II, what were the major turning points and how did the war itself influence the state of the Cold War?

3. What and how did political, social, economic, and military factors lead to the end of World War II?
4. How did World War II become a “World” War and what impact did it have on the international community?

Knowledge and Skills

How The War in Europe evolves and the role the various countries had in that evolutionary process

The evolution of the use of Jews as scapegoats and how that ultimately evolved into the Holocaust; growth and penetration of Anti-semitism

World War I and the Treaty of Versailles contributed to Hitler’s ability to use the Jews as Scapegoats

Key battles in the European and Asian Theatres

How Hitler and the Nazi Party were able to carry out the Holocaust in Germany with little resistance from the German people and the rest of the World

How the treaties and actions that ended World War II impacted the international community and possibly led to the Cold War tensions between East and West

The role of America in the war and post-war Europe

Transfer Goals

Students will be able to independently analyze and resolve conflicts in order to work and live in an interconnected world society.

Students will be able to independently use their knowledge to communicate arguments on the impact of prejudice and conflict in society.

Resources

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

World War II/Holocaust

DOCUMENTS:

- ‘Not a Single Jew’ (1932)
- Excerpts from the Nuremberg Laws (1935)
- Joseph Goebbels ‘Jews are to blame!’ (1941)
- Hermann Goering ‘Decree of the Reich Marshall’ (1941)
- Rudolf Hess ‘Genocide’
- The German Neutrality Pact with the Soviet Union
- Winston Churchill ‘Their finest hour’ (1940)
- FDR ‘Four Freedoms Speech’
- Albert Einstein ‘The Theory: A letter to President Roosevelt” (1939)
- Harry S. Truman ‘The reality: the destruction of Hiroshima’ (1945)
- Chart of the Casualties of WW2

TEXTBOOK

- World History: Patterns of Civilization

SUPPLEMENTAL TEXT

- Perry M. Rogers- ‘Aspects of Western Civilization’
- John P. McKay ‘Sources for Western Society, Since 1300’
- Katharine J. Lualdi ‘Sources of The Making of the West, Volume II: Since 1500: Peoples and Cultures’

VIDEOS:

- Khan Academy - Beginning of World War II
- Khan Academy - The Holocaust
- Biography - Adolf Hitler
- Biography - Anne Frank
- Saving Private Ryan
- History.com - Joseph Goebbels
- History.com - The Executions at Nuremburg

- Echoes & Reflections https://echoesandreflections.org/

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0