Unit 4: Reactions to War and Atrocities

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **6 Weeks**
Status: **Published**

Summary

In World History, students serve as novice historians as they engage in historical inquiry and refine key skills necessary for post-secondary success through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

In line with the three core course trajectory, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

This unit is part of the larger aforementioned course sequence and specifically focuses on Reactions to War and Atrocities where students will understand how nations start and react to global crises and war. Students will examine the factors that contributed to large scale wars of the 20th century by examining the key conditions that led to their outbreak, such as, but not limited to the development of the nation-state and rise of nationalism, militarism, authoritarianism, imperialism, and the role economic crises played in the rise of authoritarian regimes. Students will also understand how atrocities of the 20th century became deadlier and how the regime responsible for such atrocities targeted marginalized people within their state by scapegoating

problems on them while presenting an attack on these groups as a means of national renewal or other lie.

The instructor will be required to teach about the outbreak of World War I, the Armenian genocide, the fall of the Ottoman Empire and its effect on Southwest Asia, the causes of and responses to the Great Depression by the European powers, the rise of Fascism in Italy and Germany, the Soviet Union under Stalin and the Holodomor, the causes of WWII and the major events of the war, including Japanese atrocities of WWII such as the Rape of Nanking, the Holocaust and its outcomes which include the creation of the United Nations and its role in post-WWII international crises.

Students will engage in comparative analysis to examine the ways in which dictatorships emerged and how they still exist today. Building historical thinking skills through case studies, primary source investigation, and conducting independent and collaborative research, student will use the following framework to contextualize their analysis:

- Dictatorships often emerge in societies where there is a lack of democratic traditions or norms, economic instability, and/or an incompetent existing government.
- The state is absolute under a dictatorship and there are no checks to the leader's authority. Constitutions are often suspended, and if they do exist, are written to give complete power to the leader or their party.
- Opposition is swiftly eliminated under a dictatorship; violence may be used as a tactic to do so.
- Rights and liberties of the people are suspended under a dictatorship, further limiting the possibility of resistance by the people.
- Propaganda is used to legitimize the regime, while control of the press and media prevents any dissenting views or criticisms from being shared with the masses.

Moreover, when studying genocides including, but not limited to the Holocaust, students will contextualize the progression through four stages of genocide theory: identification, expropriation, concentration, and annihilation. In addition to studying the Armenian Genocide and the Holocaust with the aforementioned framework, the instructor will choose from two additional case studies for students to further apply this framework:

- Pogroms
- German Genocide of the Herero
- Rwandan Genocide
- Darfur Genocide
- Cambodian Genocide

- Guatemalan Civil War
- Bosnian Genocide
- Mau Mau Uprising
- Rohingya (Internal Myanmar crisis)
- Latin American Dirty Wars (Argentina, Chile, Colombia, El Salvador)
- Indonesian invasion of East Timor
- Indonesia mass atrocities 1965-1966

By the end of this unit, students will be able to identify and explain the causes for both World Wars and several genocides of the 20th century. Moreover, they will engage in comparative analysis as to why genocides and other crimes against humanity happened and how they can be prevented going forward.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess the responses by individuals, groups, and governments.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

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.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.HistoryCC.4.h: 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).

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.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

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.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text

leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5 - Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, tolerance, race and ethnicity, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference

between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent has international law held perpetrators of genocide accountable?
- To what extent have UN member states intervened to prevent genocides post-WWII?
- To what extent did colonial atrocities enable the Holocaust?
- To what extent did genocide become more common in the 20th century?

Enduring Understandings:

- The World Wars drastically redefined how warfare was conducted and led to increased demand for greater human rights
- While genocide theory has helped scholars identify the various stages that culminate in mass atrocities, it has often failed to prevent genocides post-WWII

Objectives

Students Will Know:

- Terms, concepts and individuals (including, but not limited to): Nationalism, militarism, genocide, minorities, marginalized groups, ethnicity, fascism, communism, economic depression, urbanization, modernism, Nicholas II, Armenian genocide, Holodomor, Holocaust, propaganda, mass media, authoritarianism, appeasement, crimes against humanity, international law, United Nations, truth and reconciliation, forced labor, Adolf Hitler, Benito Mussolini, Mao Zedong, Chang Kai-Shek, Winston Churchill

- The causes of WWI and how it represents a break from previous wars including an examination of battles like Verdun or the Somme to gain insight into why it was different.

- Which colonial powers benefited from World War I and how it affected colonized people in southwest Asia, Africa and east Asia.

- How the rise of fascism occurred and factors such as resentment over the terms of the Paris Peace Conference, economic depression, mass media, colonial violence, scapegoating of minorities, ideas of national rejuvenation, and cult of personalities were part of what would lead to the development of fascism.

- How the Soviet Union existed under Stalin and how his authoritarianism was carried out in the Soviet Union through a campaign of terror aimed at those believed to be disloyal to his regime.

- Why negotiations with fascists regimes failed to maintain peace

- The outbreak of WWII through Japan's invasion of China and Germany's invasion of Poland by looking at how those regimes justified the invasions to their populations and what new technologies were deployed to enable their initial victories.

- The ways in which WWII affected people throughout Europe and the colonized world and how the conflict shifted perspectives on issues such as human rights and civilian casualties in war.

- Battles such as Stalingrad to gain insight into how WWII was conducted and the differences it had with WWI.

- The Holocaust and how Europe's long and violent history of antisemitism and colonial violence culminated in the Holocaust specifying precursors such as Pogroms and the German genocide of the Herero as examples that led to it

- Japanese atrocities committed during WWII with specific attention paid to the Rape of Nanking as the most heinous but not only example.

- The tenets of Genocide Theory.

- Attempts to address post-WWII atrocities through the Nuremberg trials and creation of international organizations, such as the United Nations, were made.

- The goals behind the creation of the state of Israel (as related to the Holocaust), and how partition led to a separate series of crises related to migration, human rights, and terrorism.

Students Will be Skilled At:

- Explaining the rise of authoritarian leaders and desire for expansion as causes for world wars.
- Identifying and explaining the factors that contribute to the rise of authoritarian leaders.
- Analyzing the methods used to establish authoritarian states.
- Analyzing various forms of propaganda and how it served as a form of persuasion for the rise of authoritarian leaders and support for war efforts.
- Evaluating the causes for entering war by various nations.
- Explaining how nations subjected to colonialism often were forced to join world wars by imperial nations.
- Analyzing how advancements of technology impacted the effectiveness and cost of war tactics, specifically from pre-World Wars to World War I and between World War I and World War II.
- Assessing how war impacted national borders, the creation of new nations, and global economies.
- Explaining the social impact of war including high casualty rates, relocation of refugees, and the psychological impact of war on soldiers and victims of atrocities.
- Defining atrocities, genocide, and war crimes.
- Explaining the four-phase framework of genocide.
- Identifying the roles of perpetrators, bystanders, upstanders, collaborators, resisters, and rescuers play in acts of Genocide.
- Evaluating how perpetrators of atrocities attempted to justify their actions through false ideologies such as racial, religious, and/or ethnic superiority.
- Assessing the role of outside nations in addressing atrocities committed.
- Explaining the causes and effects of the Holocaust.
- Analyzing the tactics used by Japan during World War II, specifically the Rape of Nanking.
- Explaining how there have been attempts at reconciliation for mass atrocities, but that there is much still to be done in addressing violence committed against groups.
- Explaining how creation of international law such as the Nuremberg Laws and United Nations resulted from atrocities committed during times of war.
- Evaluating the effectiveness and balance of power of international organizations in addressing acts of violence and maintaining peace, specifically the United Nations.
- Analyzing patterns among atrocities committed over time.

- Evaluating a two-state versus one-state solution to the Israeli-Palestinian conflict.
- Determining the extent to which actions taken by various actors in the Israeli-Palestinian conflict violate UN Resolutions.
- Identifying acts of resistance among those subjected to mass atrocity.
- Examining the causes and effects of war and mass atrocity at the individual, national, and international level.
- Engaging in comparative analysis.
- Creating an original claim which includes a line of reasoning.
- Supporting an original claim with evidence and analysis.
- Working collaboratively with peers to address a problem.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Prelude to World War I: Students will examine global spheres of influence prior to World War I and the factors which contributed to World War I. Students will examine the roles of nationalism, imperialism, alliances, and militarism, as well as the immediate cause of the assassination of Archduke Franz Ferdinand leading to the outbreak of war. Students will make a claim on which factor they believe most significantly contributed to the outbreak of war based on their investigation.

The Role of Technology in World War I: Students will analyze how new technology introduced during World War I impacted the former expectations and outcomes of war, using the Battles of Somme and Verdun as case studies. Students will reflect on how new technology contributed to higher casualty rates and how it influenced the use of trench warfare, elongating the length of time the war was fought.

Roles During War: Students will engage in primary source analysis to assess the roles of women and colonial nations in shaping World War I. Students will reflect on the ways in which women and colonial nations contributed to war efforts both on the front lines and at home, discussing why these roles are often left out of history and why it is important to note the contributions and effects of war on these groups. Included in this discussion should be the discussion of race by European leaders in fighting alongside men of color and the limitations set on colonial nations and women due to power structures in Europe.

The Fall of the Ottoman Empire: Students will examine the rise of the Young Turks (or Committee of Unity and Progress) and how political turmoil rose in the Ottoman Empire prior to WWI, leading to its fall during the War. Students will examine challenges faced by the Ottoman Empire and the rise of the Committee of

Unity and Progress government to address the question, “Why did the Ottoman Empire fall?”

Framework of Genocide: Students will first create their own definition of genocide and the factors of genocide which will then be compared to the official definition and four-part framework (identification, expropriation, concreation, annihilation). Students will assess why genocide occurs and the impacts of genocide on the international community.

The Armenian Genocide Survivor Testimonies and International Response: Students will study the causes and effects of the Armenian Genocide through video analysis including survivor testimony. Students will connect their study to Turkey’s response and assess why Turkey has not officially classified the atrocity as a genocide, also examining the international community’s response then and now.

The Effects of WWI: Students will reflect on the end of WWI by analyzing restructured maps, the Treaty of Versailles, loss of life and economic cost of war. Students will address the question, “To what extent did the closure of WWI reshape global power structures?”

Responses to the Great Depression: Students will examine data and government responses throughout Europe to the Great Depression. Acting as advisors, students will create proposals on how to address the economic downturn in England, Germany, Russia, and Italy post-World War I. Students will compare their solutions to those in each country, assessing the outcome of government responses.

Characteristics of Authoritarian Leaders Video Analysis: Students will be introduced to the characteristics of authoritarian leaders by watching clips from The Twilight Zone episode “It’s a Good Life.” Students will analyze characteristics of the main character and explain how he serves as an example of an authoritarian Leader.

Rise of Fascism and Authoritarian Regimes: Students will compare and contrast the authoritarian regimes within Fascism, Nazism, Communism, and Militarism during the interwar period by examining the rise of Stalin, Hitler, Mussolini, and Tojo. Students will engage in comparative analysis in the tactics used by authoritarian leaders to gain and maintain control prior to the outbreak of World War II, as well as the role of nationalism in authoritarian leaders’ gaining power.

Appeasement Analysis: Students will engage in a map analysis of the territorial gains of Mussolini, Hitler, and Tojo prior to WWII in conjunction with international appeasement of territorial gains. Students will map out when and where each nation gained territorial control and connect it to international attempts at appeasement such as the Munich Pact and Molotov-Ribbentrop Pact. Students will assess the extent to which the international community contributed to the rise of fascism and make suggestions for how the international community could have intervened.

Outbreak of WWII Source Analysis: Students will examine the role of new technology, propaganda, alliances, and war efforts at home in the participation in World War II. Students will engage in comparative analysis of the tactics used by various countries to promote support for the war effort, and examine continuity and change over time in the tactics used in WWII compared to WWI.

Empire and Colonialism Among Allied Powers: Students will compare and contrast the efforts of imperialized nations in WWII compared to efforts studied in WWI. Students will also analyze quotes regarding democracy and "free societies" by leaders of the Allied powers, and assess the question, "To what extent were the Allied Powers fighting for freedom and democracy? How does the participation of colonized nations challenge these ideals?"

Studying the Atrocities in Nanjing: Students will learn about Japan's conquest in China during World War II, focusing on the atrocities committed at Nanking. Students will listen to survivor testimonies on the events of the atrocity and reflect on how "us" versus "them" mentality contributed to the atrocities, as well as the significance of hearing first person accounts.

Jewish Life before the Holocaust: As an introduction to studying the Holocaust, students will examine photos and a video depicting Jewish life in Europe prior to the Holocaust. Students will reflect on what activities and practices made up aspects of Jewish life and the diversity of Judaism. Students will address the question, "Why is it important to study the experiences of Jewish people prior to the Holocaust? How does this challenge, complicate, or confirm your understanding of Jewish life in the early to mid 1900s?"

Framework of Genocide in the Holocaust: Students will use the four stages of the Holocaust framework (Identification, Expropriation, Concentration, Annihilation) to classify how different actions by the Nazi government fit into each stage. Students will reflect on how these steps contribute to genocide and why gradual movement towards genocide occurs.

The Roles People Play- Pigeon Analysis: Students will watch the short film Pigeon to analyze the roles of bystanders, upstanders, and perpetrators during the Holocaust. Students will reflect on the impacts of bystanders and upstanders, and how a diverse coalition of people can bring about change.

Impact of the Holocaust on Survivors: Students will listen to survivor testimonies from Roma, Jewish, and LGBT survivors on the impact of the Holocaust on their lives. Students will examine how the aftermath of genocide impacts individuals and communities, and the ways in which people had to rebuild their lives post-Holocaust.

Ending World War II - Effects: Students will analyze how World War II ended and the agreements made at the Yalta and Potsdam Conferences. Students will reflect on the level of authority given to the Allied Nations

and discuss the extent to which this was an appropriate response.

United Nations Inquiry Activity: Students will first examine the creation of the United Nations and the committees created within it to attempt international peace. Students will then be split into groups to examine the actions of the United Nations since its creation and its organization to address the question: "To what extent is there a balance of power in the United Nations?" Students will create an argument using a claim with line of reasoning, credible evidence and original analysis. Students will compare and contrast findings.

Creating an International Genocide Prevention/Intervention Policy: Students will role play as diplomats of various countries faced with creating an international policy for Genocide prevention and intervention system. Students will be assigned various policies to analyze and debate which policy best serves to prevent future atrocities from occurring. Students will attempt to pass one resolution making compromises as they see fit.

Perpetrators of Genocide in the Aftermath of Atrocities: Students will examine the Nuremberg Trials and other international-led responses to atrocities. Students will address the questions, "To what extent are perpetrators held accountable for their actions in genocide and mass atrocities? How should this be addressed?"

Attempts at Reconciliation: Students will analyze national attempts to reconcile with past atrocities such as seen in Germany and Japan. Students will reflect on why reconciliation is necessary and how it attempts to address past injustices. Students may also connect to other case studies and nation's responses to atrocities and genocide.

Causes and Effects of the Creation of Israel: Students will examine the historical context of Palestine prior to World War II, the creation of Israel as a nation-state after World War II, and the current political implications of nation-making in the Israeli-Palestinian region. Students will examine actions taken by various stakeholders and actors (Israeli, Palestinian, global organizations, other nations) since the creation of Israel and determine to what extent these actions each violate UN Resolutions. Finally, students will assess a two-state versus one-state solution.

<u>Case Study Teaching Strategies:</u>

Atrocities Case Studies: Students will study two additional global atrocities from post-World War II to examine the extent to which the world has upheld the phrasing, "Never Again." Students will reflect on why genocides occur, considering political turmoil, religious conflict, economic downturn, and racist ideology. Students will draw upon comparative analysis in their studies to examine throughlines amongst events.

Analyzing UN Responses Post-WWII: Students will examine international response to atrocities post-WWII such as the Genocide in Guatemala, Dirty Wars, Rwandan Genocide, Cambodian Genocide, Darfur Genocide, Bosnian Genocide, Rohingya Genocide, Genocide in Sudan, the Mau Mau Genocide, and/or East Timor Genocide. Students will assess if/when events were labeled "genocides," international response and action, as well as the international publication of the atrocities. Students will reflect on why the international community often reacts late to genocides and propose solutions.

Effects of Atrocities in the Present Day: Students will examine the present-day conditions of the additional atrocities studied in class. Students will reflect on Reconciliation attempts, International attempts at perpetrator accountability, and aid from the international community. Students will use present-day accounts from survivors to support their analysis of the effects of atrocities on the present day, and examine current events related to the atrocity studied in class to draw cross-period connections.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows
- Exit Slips
- Classwork/Homework
- Written Reflections
- Roles of War Investigation
- The Armenian Genocide Survivor Testimonies and International Response
- The Effects of WWI Analysis

- Rise of Fascism and Authoritarian Leaders
- Appeasement Analysis
- Empire and Colonialism Among Allied Powers Analysis
- Roles People Play- Pigeon Analysis
- United Nations Inquiry Activity
- International Genocide Prevention/Intervention Policy

Summative Assessments:

- Unit Test (Multiple Choice, Free Response)
- Community Action Proposal: Students will assess how the actions of genocide from one of the atrocities committed is still impacting the region or other parts of the world today (such as anti-semitisim in the United States) and create a presentation and proposal which attempts to create a plan to address the problem seen. Students will reflect on the role of the international community, and use evidence and analysis to support their solution. Class will share findings to engage in comparative analysis of how issues related to genocidal actions and mass atrocities still impact nations today.

Benchmark Assessments:

- Comparative analysis of historical case studies in relation to the provided unit framework
- Document Analysis Questions (following the core course format)

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:
Fordham Online Sourcebook

Colonial Contributions to War Effort

Armenian Genocide Survivor Testimonies- 100 Years Later

Outbreak of War in East Asia Documents: Facing History

Pre-War Jewish Life in Europe: Facing History

Glimpses of Jewish Life before the Holocaust: Yad Vashem

SHEG: Invasion of Nanking

SHEG: Appeasement

Indonesian mass killings

Clips from "The Act of Killing" documentary

Secondary Sources:

Defining Mass Atrocities and Genocide - USHMM

Combat and the Colonies: The Role of Race in World War I - Facing History

Empire, Republic, Democracy: Turkey's Past and Future - Choices Brown University

Confronting Genocide: Never Again? - Choices Brown University

Pigeon (Based on a True Story) Video - Facing History

The United Nations: Challenges and Change - Choices Brown University

Genocide of Mayan Ixil Community - Center for Justice and Accountability)

Indonesian mass killings 1965-1966

Indonesian invasion of East Timor

Teaching Materials on the Holocaust - USHMM

Echoes and Reflections- Holocaust and Genocide Resources

Palestinian Poetry: Zinn Project

Resources for Learning about Israel and Palestine- Learning for Justice

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials including graphic organizers for writing.