

Unit 4: World War II and the Holocaust

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| Unit #: | APSDO-00025726 | Duration: | 4.0 Week(s) | Date(s): | |
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Team:
 Donna Nestler-Rusack (Author), Stuart Abrams, Cari Andross, Juliana McCormick, Colin McDermott, Elizabeth Sanborn

Grades:
 10

Subjects:
 Social Studies

Unit Focus

In this unit, students will explore the origins, the duration and the end of World War II; the mobilization of economics and societies; and the increase in targeting of civilians and maltreatment of prisoners-of-war. For the second section of this unit, students will explore the evolution of Anti-Semitism and the stages of the Holocaust. In addition, students will explore the motivations and actions of the following groups: perpetrators, bystanders, collaborators, victims, rescuers and resisters. Students will be assessed by participation in a mock War Crimes Tribunal and a mock Nuremberg Trials, evaluating the level of guilt of various perpetrators. As a part of this evaluation process, students will be required to determine consequences for a range of perpetrators and compensation for victims. The primary instructional materials for this unit include a range of secondary and primary sources, including memoirs by survivors.

Stage 1: Desired Results - Key Understandings

| Established Goals | Transfer | |
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| <p>Common Core <i>History/Social Studies: 10</i></p> <ul style="list-style-type: none"> Assess the extent to which the reasoning and evidence in a text support the authors claims. <i>CCSS.ELA-LITERACY.RH.9-10.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the | <p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T3 (T6) Evaluate how individuals and groups influence or change society.</p> | |
| | Meaning | |
| | Understandings | Essential Questions |
| | <p>U1 There are long and short term factors that contribute to the start of conflict</p> | <p>Q1 What changed for human rights and why?</p> |

text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *CCSS.ELA-LITERACY.WHST.9-10.8*

- Draw evidence from informational texts to support analysis, reflection, and research. *CCSS.ELA-LITERACY.WHST.9-10.9*
- By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. *CCSS.ELA-LITERACY.RH.9-10.10*

Connecticut Goals and Standards
Social Studies : 10

- Analyze how historical contexts shaped and continue to shape people’s perspectives. *HIST.9-12.5*
- Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights. *CIV.9-12.19*
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. *CIV.9-12.12*
- Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. *CIV.9-12.5*
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. *HIST.9-12.1*
- Evaluate public policies in terms of intended and unintended outcomes, and

U2
Oppression is a process that occurs and builds over time

U3
Propaganda is an effective tool when it taps into long-standing prejudices

Q2
When a nation commits itself to war how far should it go to attain victory?

Q3
When and how does an individual, group or nation stand up to an aggressor?

Q4
Who should be held accountable for war crimes against humanity?

Q5
What is a justifiable consequence for perpetrators, collaborators and bystanders relative to crimes against humanity?

Q6
Whose responsibility is it to protect human rights? Why and how should they go about doing so?

Q7
What happens when our ability to create new technology exceeds our capacity to consider the moral implications of doing so?

Q8 (Q010) How do I use what I already know to ask meaningful questions?

Q9 (Q012) How do I make sense of sources that present different views?

| Acquisition of Knowledge and Skill | |
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| Knowledge | Skills |
| <p>K1 Leaders carried out acts of aggression that</p> | <p>S1 Distinguish between Anti-Judaism and Anti-</p> |

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| <p>related consequences. <i>CIV.9-12.16</i></p> <ul style="list-style-type: none"> • Explain how the perspectives of people in the present shape interpretations of the past. <i>HIST.9-12.7</i> | <p>undermined peace in the 1930s</p> <p>K2</p> <p>The Policy of Appeasement was both justified and flawed</p> <p>K3</p> <p>The course of events of the Second World War impacted many different populations, including those not directly involved</p> <p>K4</p> <p>Anti-Semitism evolved from policies of conversation and expulsion to annihilation</p> <p>K5</p> <p>There were key turning points that led the regime to accepting and implementing the "Final Solution"</p> <p>K6</p> <p>The motivations and actions of perpetrators, bystanders, collaborators, victims, rescuers and resistance</p> <p>K7</p> <p>Essential Concepts/Terms: Invasion of Manchuria, Rape of Nanking, Pearl Harbor, Banzai, Kamikaze, Perversion of Bushido, Neville Chamberlain, Appeasement, Nazi Aggression, Munich Conference, Nazi-Soviet Pact, Invasion of Poland, Phony War, Winston Churchill, the Blitz, Operation Barbarossa, Eastern Front (Battle of Stalingrad and Siege of Leningrad), Western Front, Lebensraum, Katyn Forest, Bombing of Tokyo, Bombing of Hamburg, Bombing of Dresden, Atomic Bombs, Antisemitism, Schutzstaffel (SS), Sturmabteilung (SA), Poisonous Mushroom,</p> | <p>Semitism</p> <p>S2</p> <p>Analyze primary sources to evaluate the effectiveness of the Policy of Appeasement</p> <p>S3</p> <p>Identify and evaluate the key turning points of the Second World War</p> <p>S4</p> <p>Evaluate the Allied and Axis policies targeting civilians and prisoners-of-war</p> <p>S5</p> <p>Evaluate the level of guilt of perpetrators in the Holocaust</p> <p>S6</p> <p>Analyze the motivations and actions of bystanders, collaborators, rescuers and resisters</p> <p>S7</p> <p>Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations</p> <p>S8</p> <p>Communicate ideas through different genres, media formats, and styles of presentation</p> <p>S9</p> <p>Synthesize multiple sources on a topic to demonstrate understanding</p> |
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| | Genocide, Operation T-4, Final Solution, Concentration Camps, Death Camps, Einsatzgruppen, Sonderkommandos, War Crimes, Nuremberg Trials, Wannsee Conference, Zyklon B, Warsaw Ghetto Uprising, Resistance, St. Louis Voyage, Kindertransport, Babi Yar, Holocaust, Shoah, Raoul Wallenberg, Chiune Sugihara | |
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