

Grade 7: Genocide (The Holocaust)

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to define the roles of individuals, laws, and institutions in order to justify the existence of social and political systems. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.2.6-8. Explain specific roles played by citizens - Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. - His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. - His.14.6-8. Explain multiple causes and effects of events and developments in the past. - His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. - Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	Transfer	
	Students will be able to independently use their learning to understand how events can lead to a genocide.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - group memberships and identities provide or deny certain opportunities and power. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.	ESSENTIAL QUESTIONS - How does the dehumanization of a group of people in a society occur? - Why is it important to study the stories of individuals within the context of mass atrocity? - What are the differences between responsibility and complicity?
	Acquisition	
	Students will know... - that WWI and the Treaty of Versailles had a significant impact on the people of Germany. - that the Holocaust occurred and it impacted the world (victims, survivors, societies) - that the specific choices made by individuals, groups, and nations during the rise of the Nazi Party led to the Holocaust. - that the circumstances of time, place, and opportunity play a role in defining the choices available to individuals, groups, and nations throughout history. <u>vocabulary:</u> genocide, Holocaust, discrimination, ghettos, prejudice, persecution, propaganda, anti-semitism, dehumanization, bystander	Students will be skilled at... - explaining the varied role of citizens. - explaining the relevance of personal interests and perspectives. - assessing how laws address public issues. - classifying events. - analyzing the historical impact of individuals and groups. - explaining and analyzing influences on historical perspectives. - explaining, analyzing, and evaluating cause and effect relationships. - explaining the impact of economic decisions.

Content Area Literacy Standards		21st Century Skills
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• make judgements and decisions • communicate clearly • access and evaluate information • collaborate with others

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
Language Arts Integration	Mathematics Integration
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	District Materials
• 1.OA.1 Use	

