Grade 7 - Unit 2 - Upstanders and Bystanders

Unit Focus

After an inconclusive ending to World War I, Unit 2 continues to trace themes of the challenges of governance and human rights in a globalized world. Through a study of 1920s Germany, students advance their nonfiction writing skills in an essay examining the conditions that opened the door to Hitler's rise to power. This is followed by an analysis of the Anti-Defamation League's Pyramid of Hate as it applies to a timeline of antisemitism in 1930s Germany. Students then personalize the intensifying events through a guided journaling assignment. The unit culminates with students creating historical significance presentations on key events in the European and Pacific theaters of World War II. Like Unit 1, Unit 2 ends with more unanswered conundrums that set up the following unit: What hopes remain for Jewish survivors? How could the Nazis be brought to justice? What should happen to Europe's disintegrating empires?

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Elementary and Secondary Social Studies Standards (2023)
Grade 7 - World Regional Studies II

- Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. (7.Inq.1.a)
- Develop compelling and supporting questions that are mutually reinforcing. (7.Inq.1.b)
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. (7.Inq.1.c)
- Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content. (7.Inq.2.a)
- Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). (7.Inq.3.a)
- Organize and prioritize relevant evidence from multiple sources to support claims. (7.Inq.3.b)
- Develop claims and counterclaims in response to a compelling question. (7.Inq. 3.c)
- Construct arguments using evidence from multiple sources. (7.Inq.4.a)
- Construct explanations using summary, sequence, examples, and data. (7.Inq.4.b)
- Critique arguments and explanations presented about events or issues in a world region. (7.Inq.4.c)
- Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies. (7.Inq.4.d)
- Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (7.Inq. 4.e)

Transfer

Students will be able to independently use their learning to...
T1 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.
T2 Trace key events, statistics, and development of ideas/innovations over time to determine patterns.

Meaning

Understanding(s)

Students will understand that...
U1 People are open to alternative leadership when their needs aren't being met.
U2 Hate is manifested through an incremental process that is possible in anyone.
U3 The foot-in-the-door phenomenon is an effective means of getting what you want
U4 The outcome of World War II was not predetermined and could have been drastically different based upon critical events.
U5 Individuals can make a difference locally and globally.

Essential Question(s)

Students will keep considering...
Q1 How do economic, social, and cultural factors contribute to totalitarianism?
Q2 What are effective means of resolving global conflict?
Q3 What conditions are necessary for genocide to become a reality?
Q4 What can the policy of appeasement teach us about dealing with conflicts today?
Q5 How did technology and military strategies effect the outcome of WWII?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The process of negotiating the Treaty of Versailles was deeply flawed.

Skill(s)

Students will be skilled at...
S1 Using primary sources to determine the conditions that opened the door to Hitler's rise to power

Stage 1: Desired Results - Key Understandings

• Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (7.Inq. 4.f) • Describe how growth in communication technology has led to the diffusion of ideas and cultural practices (e.g., Hollywood, global news networks, television, telecommunication infrastructure, social media). (7.Geo.7.b) • Explain how political participation varies within different types of government in different eras and contexts (e.g., compulsory voting, protest, volunteerism, women's suffrage). (7.Civ.2.a) • Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts (e.g., environmental, human rights, public health, White Australia Policy). (7.Civ.13.a) • Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu). (7.His.2.a) • Describe different types of economies (e.g., command, market, mixed). (7.Eco.4.a) • Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts (e.g., cattle, Cowrie shells, wampum, coins, banknotes, credit cards, cryptocurrency). (7.Eco.5.a) • Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region (e.g., gold inflation related to Mansa Musa's Hajj, Dutch fur trade in North America, Rainforest logging, Cobalt mining in Democratic Republic of the Congo, global agriculture, Venezuela oil production, illegal poaching). (7.Eco.6.a) • Explain how economic fluctuations and cycles affect individuals and groups in a region (e.g., deflation, inflation, unemployment, depression, recession). (7.Eco.12.a) • Describe tools and resources that are used to measure standard of living (e.g., Gross Domestic Product, Human Development Index). (7.Eco.13.a) **Madison Public Schools Profile of a Graduate** • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	**K2** Dire conditions of the Weimar Republic opened the door to Hitler's leadership **K3** Germany in the 1930s was characterized by incremental and steadily increasing violations of human rights. **K4** The appeasement strategy of France and England failed to contain Germany in the 1930s. **K5** The outcome of World War II hinged upon tenuous relationships and new technologies waged on a global battlefield. **K6** Unit 2 Word Wall: Reparations, Reichstag Fire, Scorched Earth, Plurality, Nuremberg Laws, Stalingrad, Majority, 1936 Olympics, Plurality, Russian Bear, Inflation, Marks, Kristallnacht, Battle of the Bulge, Rhineland, Holocaust, Japanese Internment, Self-Determination, Pyramid of Hate, Pearl Harbor, Sovereignty, Blitzkrieg, Battle of Coral Sea, Stab-in-the-back Theory, Dunkirk Evacuation, Battle of Guadalcanal, Hyperinflation, Battle of Britain, Battle of Midway, Putch, Spitfire, Fat Man, Freikorps, Messerschmitt 109, Little Boy, Winston Churchill, North African Campaign, Enola Gay FDR, Erwin Rommell, Hiroshima, Joseph Stalin, George Patton, Nagasaki, Benito Mussolini, Operation Barbaross	**S2** Storyboarding a biography of Hitler **S3** Writing introductions and conclusions **S4** Interpreting the Holocaust timeline for cause and effect **S5** Determining the historical significance of people and events on the pyramid of hate **S6** Creative writing holocaust journal entries **S7** Identifying continuity and change **S8** Expressing empathy through first person writing **S9** Analyzing research for theme and evidence