

**Grade 10 World History - European Holocaust WWII (Revised copyright 2018)**

**I. RATIONAL FOR THE PROPOSED UNIT:**

Students will make connections between Conscientious Objection and Resistance Movements in recent history and how it has affected how ordinary citizens respond to immoral government laws.

Students will develop critical thinking skills.

Students will learn to work as a unit to accomplish a goal.

Students will learn to gather and organize information to reach a conclusion.

**II. SKILL AND CONTENT OBJECTIVES**

**History/Social Science Standards**

10.9 Students analyze the international developments in the pre and post-World War II world, in terms of the rise of ultra - nationalism, the rise of the autocracy in the CPC, and the subsequent political and economic upheavals in China (e.g. religious intolerance, quenching dissention, threats to social media dissenters.)

Students will be reminded to work as a group. The value of their report will be determined by their ability to work as a unit. Students will be reminded to have facts and opinions for both the historical event and the predictions prior to presenting.

**History/Social Sciences Analysis Skills: Chronological and Spatial Thinking**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned.

2. Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology and politics, but also values and beliefs.

### **Historical Research, Evidence, and Point of View**

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### **Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations in determining cause and effect.
3. Students interpret past events and issues within the context in which said event unfolded rather than solely in terms of present day norms and values.
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.

### **Language Arts Standards**

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.
- 2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. Students will analyze the organizational patterns, arguments, and positions advanced.

### III. DETAILED LESSON PLANS

**Lesson Length:** 5-10 class periods

**Days 1 through 5: To begin this project, I will:**

1. Students will be encouraged to be specific in their comparison. For example, how is what happened pre-WWII similar to or different from what is going on today?
2. Students will use graphic organizers such as web maps, Venn Diagrams, charts, or timelines to show the impact of the chosen event. For instance, they could use the number killed or arrested at one event as an example of what might or might not happen next.
3. Students will be grouped in teams of three to four before and after their initial research. Roles assigned could be fact checker, writer, and illustrator and one person in each group will play the role of leader.
4. One of the groups will act as president. They will be responsible for the research, listen to the other groups' recommendations and then file a report of their own -- the president's decision! They could ask questions as the class presents their reports.
5. Students will keep a notebook or log of their findings. These will be their homework assignments to add news reports to the log/notebook.
6. Students will give examples of
7. How a single act of bravery from an ordinary family or individual has positive exponential effects for future generations.
8. Would the CPC reforms continue if the majority of churches and universities actively pressed for CPC reforms?

**FOR STUDENTS: Your task days 1 through 5**

You have been contacted by the president of the US and he would like you to give him some advice regarding a country he knows very little about. The president is aware that China is going through a great deal of change -- both economic (toward hyper-inflation) and political (ultra-right nationalism and a change in leadership). He also knows there are factions within PC that are incredibly resistant to change. The President would like you to study key events and any others you feel are relevant and to prepare a report detailing your view of the effect these changes will have on China and a prediction of how the government will react. Will they reverse their current policies or relax controls?

The report will be in writing (2 pages) with a presentation created in HyperStudio using 5-7 cards.

### III. DETAILED LESSON PLANS

#### A. PROCESS DIRECTIONS FOR STUDENTS

- B. All students will receive links to Contemporary China regarding immigration, health, environment, religious tolerance, economics and foreign affairs.

All students will receive a copy of the packet entitled, "*Rubric for a Research Paper.*"

All students will receive a copy of the EVALUATION RUBRIC.

All students will receive maps about China: world, regional, local, ethnic and religious communities, and population density. One map will be completed, and the other will be identical, but blank.

**Step 1** Form teams of three. Choose your job as team members. Remember, the security of our nation may depend on your report, so you should all plan to do the initial stages of research and decision-making for your report. You should have a writer, an illustrator/designer, and a fact checker. The writer will be responsible for composing the first draft of your report. The illustrator/designer will create the first draft of charts/graphs or other visuals to increase the impact your report might have. The fact checker will continue to research during the final phase of your work. All of you must be ready to sign off on the finished report that it is what you want to present. [Class trip to Asia Pacific Museum in Pasadena, California.](#)

**Step 2** Review your information on China's treatment of its minority and immigrant population and its construct of ethnicity as well as its extreme stereotypes of non-Asians. Be sure to take adequate notes or print resources you will need for your report to the President. As you collect your information, be aware of the biases of these sources. For example, are they written from the perspective of someone whose family suffered (survivor talk) or from the position of an outsider looking at the long term impact of the increasing immigration into China, as well as an aging population. [See USC China Institute website videos.](#)

**Step 3** Read the newspaper and watch TV reports on pre-WWII Germany. Look for comparisons between WWII Germany and the present. [See National Geographic, BBC, The Learning Channel, The History Channel](#)

**Step 4** Attempt to form a conclusion, "*How will China react if/when this happens . . . In the past they reacted by . . .*" Be as specific as possible. Refer to the historical event and tell the President what the key aspects were then as well as what will happen next. We look at past actions as a predictor of future behavior. [See Infusion of East Asian Studies Matrix](#)

**Step 5** Develop an outline for your report and begin the writing process. [See Rubric for a Research Paper](#)

### **III. DETAILED LESSON PLANS**

**Day 1 and 2:** Spend a one or two days teaching about China's communist revolution and have basic information regarding the Great Leap Forward, Cultural Revolution, Tiananmen Square, etc. before making this assignment. Students will do geography exercises on China from the handout:

For example, they will color the area of China for Inner Mongolia, Tibet, and the area formerly known as Manchuria. Students will receive another copy of the map which will be blank except for national boundaries and rivers.

Students will identify the following cities in China using the maps from pages 14-17 in the REFERENCE section of the East Asia Seminar binder dated October 20, 2009 through February 2, 2010: Beijing, Guangzhou, Shanghai, Hong Kong, Macau, and Hainan Island.

Each city will be identified by using a different color crayon or colored pencil. Students will receive another copy of the map which will be blank except for national boundaries and rivers.

### **III. DETAILED LESSON PLANS**

**Day 3:** Review and collect available resources - text, internet, magazine, newspaper, etc. and determine precisely what the final product will be. They will research and analyze information about China using the Internet resources and print resources listed below. Using the Internet resources listed above, students will examine current conditions and choose one event in China's recent past for comparison. Caution students to identify primary from secondary resources and to beware of revisionist, sanitized history.

#### **RESOURCES for Day 3**

##### **Internet ~ General History**

**Glencoe World History: Modern Times text and workbook**

#### IV. ASSESSING STUDENT ACHIEVEMENT

##### EVALUATION

**Day 4:** Students will prepare for their presentations by using the rubric as a guide.

The rubric will be given to students when I assign the project so they know specifically what is needed in order to earn a "4."

	Content	Communication	Information Gathering	Critical Thinking
4	Through and complete grasp of specific content area	Highly effective use of oral and written skills	Thorough and complete grasp of resources available for research	Consistently demonstrates use of critical thinking and problem solving skills
3	Substantial grasp of specific content area	Effective use of oral and written skills	Substantial grasp of resources available for research	Sometimes displays critical thinking or problem solving skills
2	Partial grasp of specific content area	Minimally effective use of oral and written skills	Partial grasp of resources available for research	Rarely displays critical thinking or problem solving skills
1	Serious misconceptions in the learning of content	Ineffective use of oral and written skills	Student does not make use of resources available for research	Never displays critical thinking or problem solving skills

## **V. FOLLOW – UP/REFELCTION**

### **CONCLUSION**

**Day 5:** Student will organize tables, desks and chairs to mimic a formal conference environment for the student presentations. Students will use microphone-like props.

(Optional) With proper parental permission, another student or someone from the CLC or audio-visual department can videotape the presentation. It will only be used for instructional purposes and can be utilized as a reference for the same class, or for future classes.

Present your conclusions to the president. The President makes his/her decision. How well did that decision reflect the evidence you gave him?

### **REFLECTION – CHECK FOR UNDERSTANDING**

**Day 6:** I will question each group of students using the Socratic Method and then write their answers (decisions) in order to check for understanding.

Materials: Students will receive scissors, tape, glue, markers, colored pencils, and poster paper.

1. Students will create a graphic organizer: web map, Venn Diagram, charts, or a timeline to summarize what they have learned about China.

### **For the final homework assignment students will answer the following questions:**

1. What did you learn from this activity that surprised you the most?
2. How important was the Internet to this activity? How much help was your textbook in researching these issues? Would you have found the necessary information without the World Wide Web?
3. How would you evaluate your contribution to the group research and paper? How well did your group work together?
4. The next time you do an activity such as this, what would you do differently?