**Subject area/course**: History/World History

**Grade level/band**: 10

**Task source**: Envision Schools; Author: Erin Brandvold

**WWII and the Holocaust**

**TEACHER'S GUIDE**

1. **Task overview**:

Students conduct research about the World War II, use the research to answer a research question with a strong argument, and then explain their findings in a 5-paragraph Historical Research/Inquiry essay.

Students then apply their understanding of the events in WWII and the Holocaust and to make sense of genocide, and international responses to genocide, occurring in the world today. Students participate in a mock UN meeting to discuss when we are obligated to act in response to a leader's use (or abuse) of power.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

1. **Critical Abilities**

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **C3 College, Career & Civic Life Framework**

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

1. **Time/schedule requirements:**

This task will take 3-4 weeks, depending on your schedule.

1. **Materials/resources:**
* Elie Wiesel’s memoir Night
* Blank source cards or note cards for taking notes on sources
* Access to a library or computers connected to the Internet
* Printer for students’ research (optional)
1. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

Steps:

1. Introduce the assignment and discuss the student instructions.
2. Source Card 1. Have students complete a source card on one primary source. In class share some of these cards and evaluate them, offering advice to students to help them in their research.
3. All research completed (3-4 source cards total). Give students enough time to conduct research, find sources and evaluate several of them using the source cards.
4. Historical argument with relevant claims. Ask student to write an introductory paragraph in which they formulate a tentative claim they feel they can defend using the sources they have identified. Have students meet in small groups to discuss their paragraphs and plan their essays.
5. Body paragraph 1 for review. Meet individually with students to check their work on one body paragraph.
6. Students complete their final draft of the historical research/inquiry essay.
7. Modern genocide case study. Prepare materials on one case, such as the Sudanese Civil War, the Nigeria-Biafran War, Pol Pot's Cambodia, Rwanda, the Syrian Civil War, etc. Give students time to look over these materials.
8. Mock UN discussion on modern genocide. Ask students to use their research to apply the lessons from their World War II era papers to the more recent case study.
9. **Student support:**

None provided.

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the SCALE/Envision History/Social Science Research or Inquiry rubric.