



Grade 7 - Unit 2 - Human Rights, Equality, Governance

Unit Focus
<p>This unit is about acceptance and understanding of various cultures, religions, and belief systems throughout the world using the events of 20th century Europe as a lense. Through this lense, students will analyze the complexities of human rights, equality and governance. It will be important for students to consider examples when belief systems have been, and continue to be, manipulated by individuals or groups in order to maintain power and control. The students will critically analyze the role of propaganda and divisive language to manipulate the masses.</p> <p>Students will explore how valuable education is today in breaking down these barriers and dispelling misconceptions. With this in mind, students will consider the historic significance for the need for the development of the League of Nations and the United Nations with applications and connections to modern day. Specifically students will hypothesize how to develop religious acceptance and understanding for the purpose of community building and coexisting as allies.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 7</i> 921591 Dimension 1. Developing Questions & PLANNING INQUIRIES 921592 Constructing Compelling Questions 921593 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 921596 Constructing Supporting Questions 921597 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 921600 Determining Helpful Sources 921601 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • D1.5.6-8. 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. 921603 Dimension 2. Applying Disciplinary Concepts & TOOLS 921670 HISTORY 921676 Perspectives 921677 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.5.6-8. Explain how and why perspectives of people have changed over time. • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of</p>	<p>T1 Evaluate diverse sources and points of view to determine what really happened.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	MEANING	
	UNDERSTANDINGS	
	ESSENTIAL QUESTIONS	
	<p>U1 Historians develop a sense of empathy for people.</p> <p>U2 Historians recognize that perspectives can change over time.</p> <p>U3 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U4 Depending on historical context and cultural beliefs, human rights have been limited and/or denied.</p> <p>U5 Every source of information is limited by the author's frame of reference, time or place.</p>	<p>Q1 Why is being mindful of others important?</p> <p>Q2 Why is it important to know what really happened?</p> <p>Q3 Why should historians consider a range of sources?</p> <p>Q4 How do historians recognize past problems and apply their understandings?</p> <p>Q5 How do seemingly smaller, regional conflicts have global implications?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	
	SKILLS	
	<p>K1 The causes of World War I</p> <p>S1 Comparing and contrasting information</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

people during different historical eras.

- D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

921681 Historical Sources and Evidence
921682 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

921688 Causation and Argumentation
921689 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

921694 Dimension 3. Evaluating Sources & USING EVIDENCE
921699 Developing Claims and Using Evidence
921700 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

921703 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION
921704 Communicating Conclusions
921705 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.

K2 The Treaty of Versailles punished and blamed Germany for World War I

K3 The League of Nations- Reasons of Failure

K4 Causes of World War II

K5 Factors which enabled Hitler to take power

K6 Political propaganda's role in influencing how citizens think

K7 The systematic development of the Holocaust by the Nazis

K8 Vocabulary: Imperialism, Nationalism, Alliances, Militarism, Industrial Revolution, Treaty of Versailles, Propaganda, Dictator, Holocaust

S2 Evaluation of evidence: Sourcing, Contextualization, Interpretation, Monitoring, Corroboration

S3 Development of argument skills

S4 Analyzing political cartoons

S5 Identifying bias and perspective

S6 Taking notes via outline