| **MWH Unit 9 New Perspectives on Human Rights** | |
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| **Unit Overview:**  The end of World War II allowed for the documentation of the horrifying extent of the Holocaust in Europe. This tragic discovery led to a new world commitment to secure human rights around the world. There were other major human rights violations in the first half of the 20th century that prompted such a focus on human rights as well. This unit has students inquiring into efforts to address human rights violations throughout the world and evaluating the effectiveness of these efforts.  The end of World War II also saw colonized societies, such as India and most of Africa, renew their push for independence from the industrial nations that colonized them. Decolonization of these countries led to an emergence of new leaders, new types of government, and new ideas in the world order. As these countries emerged as independent, with and without the support of the major world powers, massive disparities in their successes occurred and tensions began to build. In this unit, students will inquire into the independence movements that occurred in various African and Asian countries as well as the effects of decolonization on their citizens. | |
| **Overarching Inquiry Question** | |
| How have global attitudes towards human rights changed between 1945 and 2020?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Foundations of Government and State Building  Innovation, Revolution, and Change  Cultural Development and Interaction  Human Experience | |
| **Skills Emphasis at a Glance** | |
| Evidence (i.e.: primary and secondary sources)  Contextualization  Continuity and Change  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s):** | |
| **MWH Standard 5: Demonstrate an understanding of the Modern Age from 1933 to present day.**  MWH.5.CX Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights.  MWH.5.CE Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975.  MWH.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.  *Teachers can refer to MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can identify and describe the characteristics of a genocide and use those characteristics to analyze world events. * I can explain how the Holocaust led to a new perspective on human rights. * I can evaluate the effectiveness of international efforts to protect human rights in the modern world. * I can compare the causes and effects of post-WWII independence movements that occurred in Asia and Africa. * I can explain the connection between decolonization and conflict in the Middle East and North Africa. * I can create and support an argument in response to the inquiry question: How have global attitudes towards human rights changed between 1945 and 2020?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| * **I can identify and describe the characteristics of a genocide and use those characteristics to analyze world events.**   + Using [this reading](https://www.un.org/en/genocideprevention/genocide.shtml) from the United Nations Office on Genocide Prevention, students will take notes on the Genocide Convention, focusing on the definition of genocide and what constitutes a genocide (characteristics) based on Article II of the Convention on the Prevention and Punishment of the Crime of Genocide.   + Students will use the definition and characteristics of a genocide from the previous activity to analyze past world events (listed further down in the activity) and determine if they would be considered genocides.     - Students will analyze the Armenian genocide as an introduction to this activity (adapted from the Choices Program - Brown University). Since this is already classified as a genocide, students will determine which characteristic(s) of a genocide applies to the Armenian genocide. A class discussion on what the students decided will help the teacher gauge if the class has grasped the activity before having them analyze the other events.     - Students will then analyze the following events and determine if they should be considered genocides based on the characteristics they learned about in their reading of the Genocide Convention. Students should use specific evidence from their research as well as the characteristics of genocide to make their determinations.       * World events to analyze:         + United States and the Trail of Tears         + The Congo under King Leopold II         + Tibet after Chinese occupation         + Famine in Ukraine under Joseph Stalin (also known as Holodomor)         + Expansion in Argentina under General Julio Argentino Roca (also known as “the Conquest of the Desert”)   + Once students have made their determinations, students will participate in a “step to the line” activity to discuss their answers. The class will be divided in half and placed on opposite sides of the room with a line in the center. For each of the events they analyzed, students will “step to the line” if they think the event should be classified as a genocide or stay in place if they think it should not. Students will then have the opportunity to defend their stance based on the evidence they collected. * **I can explain how the Holocaust led to a new perspective on human rights.**    + After looking at the definition and characteristics of genocide, students will learn about efforts to punish those responsible for the Holocaust. Students will read [this article](https://encyclopedia.ushmm.org/content/en/article/international-military-tribunal-at-nuremberg) on the International Military Tribunal from the United States Holocaust Memorial Museum and annotate/take notes on the following:     - background information     - who was charged     - what they were charged with     - verdict and punishments     - other trials that occurred. * Students will then write a reflection on these proceedings.   + Once students have learned about the efforts to punish those responsible for the Holocaust, students will examine the development of the Universal Declaration of Human Rights (UDHR).     - To get students thinking about human rights in general, students will brainstorm their own list of what they think are basic human rights and then share with a partner and/or the class.     - Students will then read about the [history of the Universal Declaration of Human Rights](https://www.un.org/en/sections/universal-declaration/history-document/index.html) from the UN website and answer the 5 W’s: Who, What, When, Where, and Why     - Once students have the necessary background information about the UDHR, they will analyze the [document itself](https://www.un.org/en/universal-declaration-human-rights/) by breaking the rights down into categories such as education, health, safety, etc. Students can come up with their own categories but should aim for 3-6 different categories.     - Students will then brainstorm examples of the rights guaranteed by the UDHR that they see in the United States and in their own lives as well as rights that are still contested. For example, Article 19 protects freedom of speech which students may recognize as a 1st Amendment right in the U.S Constitution whereas Article 2 says people should be protected against discrimination and students may be able to point to instances where this right hasn’t been protected.     - Using this information and the information from previous parts of this activity, students will answer the following: to what extent has our perspective on human rights changed since the Holocaust? * **I can evaluate the effectiveness of international efforts to protect human rights in the modern world.**    + After exploring the aftermath of the Holocaust and the establishment of the Universal Declaration of Human Rights, students will inquire into the various international efforts to protect human rights by first looking at the [International Court of Justice](https://www.lawlessons.ca/sites/default/files/handouts/Handout-3-4-1.pdf) & [International Criminal Court](https://www.lawlessons.ca/sites/default/files/handouts/Handout-3-4-2.pdf) from Law Lessons.     - Students will read about these courts of justice, taking notes on:       * how the courts operate       * the types of cases they deal with       * power behind their decisions       * examples of cases they have tried     - Students will then create a Pro/Con chart of each court. Based on the pros and cons, students will do a quick write on whether or not they feel these court systems are effective at protecting human rights and share their answers with the class.   + After looking at the pros and cons of the ICJ and the ICC, students will inquire into the role of the United Nations in protecting human rights based on the following guided question: Should the UN be held responsible for failure to prevent genocide?     - Students will investigate the UN and its role in preventing genocide by examining examples of genocide around the world and participating in a simulation. The following are suggestions of genocides that can be covered in this activity:       * Cambodia - Khmer Rouge       * Rwanda       * Darfur       * East Timor       * Guatemala       * Bosnia       * Syria     - Students will participate in a simulation to accomplish the investigation of the UN based on the following scenario:       * The United States is the world’s largest financial contributor to the United Nations, contributing an estimated ten billion dollars in 2018. One-third of that amount is considered member dues that all members of the UN must pay but the remaining money is donated. The White House is looking to make budget cuts for the upcoming fiscal year and has assembled a budget committee tasked with reviewing the federal budget in regards to money given to the United Nations. As a significant portion of the money donated goes to humanitarian and humans rights programs, you will be investigating how the United Nations has responded to human rights abuses to determine if their actions warrant our continued funding.     - Students will work in groups to investigate an assigned genocide and create a brief that will be presented to the rest of class who will take notes on the presentations. The rest of the class represents the other members of the budget committee and the notes they take will help them in their decision making. The brief should include:       * information about the genocide itself       * the role and actions of the United Nations       * the role and actions of other human rights organizations that may have been involved such as the Human Rights Watch, Amnesty International, etc.       * their stance on whether the UN should be held responsible for failing to prevent their assigned genocide       * Their stance on whether or not the U.S. should continue to fund the UN outside of the mandatory member dues.     - Once the students have heard all of the information, they will write their “explanation of vote” where they decide whether or not to hold the UN responsible and whether or not to continue funding outside of the required amount, using evidence from the presentations to support their answer. This “explanation of vote” written by the students will wrap up this portion of the unit and help the teacher assess student understanding.      * **I can compare the causes and effects of post-WWII independence movements that occurred in Africa and Asia.**   + Students will continue their inquiry into the evolving perspectives on human rights by looking at the role of human rights as it relates to decolonization as opposed to human rights in the context of war or genocide. More specially, students will be examining various decolonization efforts and independence movements in Asia and Africa.   + As an introduction to decolonization, students will watch the [TedTalk: The Dangers of a Single Story](https://www.youtube.com/watch?v=D9Ihs241zeg). Students will do a Quick Write as a reflection on this video, focusing on the dangers of a single story and how that connects to imperialism.   + Students will then start their inquiry into the causes and effects of decolonization using a cause and effect chart to organize their thinking. As students move through this part of the unit, they should add information from each resource/activity to their cause and effect chart.   + Decolonization in Asia     - India       * Students will use this reading from Khan Academy: [And Then Gandhi Came — Nationalism, Revolution, and Sovereignty](https://www.khanacademy.org/humanities/whp-origins/era-7-the-great-convergence-and-divergence-1880-ce-to-the-future/74-end-of-empires-betaa/a/read-and-then-gandhi-came-nationalism-revolution-and-sovereignty-beta) in order to acquire important background information and the causes of Indian independence.       * Students will then complete the instructional steps from this SHEG [Partition of India source analysis](https://sheg.stanford.edu/history-lessons/india-partition) to inquire into the effects of Indian independence and its partition. Students will also read [this article by The Conversation](https://theconversation.com/how-the-partition-of-india-happened-and-why-its-effects-are-still-felt-today-81766) to help them understand the effects felt in India today.     - Other Asian countries (Vietnam, Cambodia, Hong Kong, the Philippines, etc.)       * After students have learned about decolonization in India, students will inquire into the causes and effects of decolonization in other parts of Asia. Based on an activity, adapted from [PBS People's Century: Freedom Now](http://www.pbs.org/wgbh/peoplescentury/teachers/tgfreedom.html), students will research an assigned independence movement and write a speech from the perspective of someone involved with the movement. In their speech, students will address:         + Causes and goals of the movement         + Level of support for the movement (internal and external if applicable)         + Success of the independence movement         + Effects, both immediate and long-term.       * As students deliver their speeches, the rest of the class will be taking notes about the causes and effects of these independence movements on their cause and effect chart.   + Decolonization in Africa     - Once students have inquired into decolonization in Asia, they will begin their inquiry into decolonization in Africa.     - South Africa       * Students will follow the instructional steps as outlined in this [Ending apartheid inquiry activity](http://www.c3teachers.org/inquiries/apartheid/) from C3 Teachers which ask students to inquire into what ended apartheid in South Africa. Students will analyze a variety of sources on Nelson Mandela, various groups in South Africa, and various international organizations in order to answer the inquiry question about what ended apartheid. Students will record information about causes and effects on their chart.       * Once students have an understanding of the ending of apartheid in South Africa, students will research what life has been like in South Africa, both positive and negative aspects, adding this information to their cause and effect chart.     - Other African countries       * Using this activity from the [*New York Times*: A Continent Remade](https://www.nytimes.com/2020/02/18/learning/lesson-of-the-day-a-continent-remade.html), students will inquire into the independence movements of         + Cameroon         + Senegal         + Ghana         + the Ivory Coast         + Liberia         + Ethiopia         + Nigeria.   This resource from the *New York Times* features a collection of essays and photographs about the Year of Africa that students will analyze for causes and effects.   * + - * Students will complete this by doing a jigsaw. Students will be divided into small groups and each member assigned a different African country to explore. Students will leave their base group and join with other students who were assigned the same country. Working as a group, students will inquire into the causes and effects of decolonization in their assigned country using the *New York Times* essays and photographs as well as their own Internet research.       * Students will return to their base groups and “teach” the other students the information they acquired about the causes and effects of decolonization.   + After students explored the causes and effects of independence movements in Africa and Asia, students will compare them, looking for similarities and differences. Students will use a “Clear, Not So Clear” T-chart when comparing these independence movements. Students will look for the similarities and differences that are “clear”, the ones that most students will end up having on their charts. Students will also be challenged to find the “not so clear” similarities and differences, the ones that aren’t immediately recognizable and require more effort to make the connection. * **I can explain the connection between decolonization and conflict in the Middle East and North Africa.**   + Students will inquire into the role of decolonization and resulting conflict in the Middle East by creating timelines that will be used in a gallery walk.     - Students will be assigned a country in the Middle East or North Africa and will research their history from decolonization to the present, focusing on the following:       * When decolonization began and the event(s) that led to decolonization       * Challenges and conflicts caused by decolonization (can be directly or indirectly caused by it)       * Achievements and successes       * Effects of decolonization felt today     - Using the information from their research, students will create a timeline that highlights major happenings in their assigned country’s post-decolonization history. These will be displayed around the room for students to use in a gallery walk. As students move throughout the classroom and visit the other timelines, they will take notes about each country that will help them achieve the “I can” statement of connecting decolonization to conflict.     - Students will explain the connection between decolonization and conflict in the Middle East and North Africa by recording their answers on [Flipgrid](https://info.flipgrid.com/), using evidence from their notes to support their answer. * **I can create and support an argument in response to the inquiry question: How have global attitudes towards human rights changed between 1945 and 2020?**   + Students will end this unit by completing a summative assessment that answers the overarching inquiry question.   + As a way to incorporate student voice and student choice in this summative assessment, students will be allowed to choose how they demonstrate their learning and their response to the overarching inquiry question.   + Here are some suggestions for students     - Create a podcast     - Create an infographic using [Canva](https://canva.com)     - Create a Google Tour or use Google Maps     - Create a storyboard or book       * This could be done on paper or digitally. Students could use [StoryboardThat](https://www.storyboardthat.com/) or [Book Creator](https://bookcreator.com/). | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From New Visions, here is a resource on* [*contextualization.*](https://curriculum.newvisions.org/social-studies/course/getting-started/teaching-and-learning-new-visions-social-studies-curriculum/what-contextualization/) * *From historyskills.com, here is a resource on* [*continuities and changes*](https://www.historyskills.com/historical-knowledge/change-and-continuity/) * *From the Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/)*.* * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * Depending on the needs of students, teachers could provide guided reading questions for this task. * Teachers can make this an individual, partner, or group activity depending on the needs of the students and time constraints. This could easily be adapted into a Jigsaw activity. * Teachers can also provide handouts with summaries of the events used in this activity, provide links for students to use on their own, or allow them to explore on their own. Please see the subsection *Genocide Resources* in the Additional Resources section for a list of suggested resources to provide to students. * It may be helpful for students to use a chart for this activity. The chart can include name of the event, time frame, person/people responsible, people targeted, major events, etc. * The “line” for this activity could simply be an imaginary line or a physical line created with masking tape or painters tape. * Teachers could consider allowing students to change their positions and move to the line or step back in place once they have heard arguments and evidence from their classmates. * If teachers wanted students to explore the Nuremberg Trials and war crimes further, the [Nuremberg Military Tribunal](http://www.loc.gov/rr/frd/Military_Law/Nuremberg_trials.html) from the Library of Congress would be a good resource to use as it provides the indictments for individuals involved in the Holocaust. * Teachers could expand this topic by having students inquire into the lesser-known Tokyo War Crimes Trials as well as discussing the connection between the investigation of war crimes and the victors vs. losers of WWII. * Teachers could have their students discuss why they think this time period was so violent and why some groups/cultures felt (and feel) the need to eliminate others. This would allow students to make connections to the previous activity and to previous course content as well as making connections to modern day events. * Teachers could also have students look for parallels between motivations for genocide and motivations for modern day countries to close their borders to immigrants and refugees. As this is an extremely sensitive subject, the teacher will want to model civil discourse for students. * There is a simplified version of the [Universal Declaration of Human Rights](https://www.civicsandcitizenship.edu.au/verve/_resources/FQ2_Simplified_Version_Dec.pdf) available from Civics & Citizenship that can be used if needed for differentiation. * The teacher may want to give a formative assessment after students complete their inquiry into the Nuremberg Trials and the Universal Declaration of Human Rights to ensure that all students are clear on the content. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * Teachers may wish to separate this “I can” statement into a statement that focuses on Africa and a separate statement on Asia. * Based on the needs of students and/or access to technology, teachers can have students accomplish the same introduction activity by using [the transcript of this TedTalk,](https://ssw.unc.edu/files/TheDangerofaSingleStoryTranscript.pdf) provided by the University of North Carolina’s School of Social Work. * Teachers may want to point out that many of the resources that students will use for this part of the unit may refer to imperialism as colonization. This may help eliminate confusion. * For the decolonization of Asia and Africa, India and South Africa are used as individual case studies before students inquire into the other independence movements that occurred on those continents. * Students will be engaging in a variety of activities to accomplish this “I can” statement so the use of a graphic organizer to keep track of the causes and effects of decolonization across different regions. This will help them compare the causes and effects at the end. * Depending on student needs, this cause and effect chart can be one big chart or can be broken down into two different charts, one for Africa and one for Asia. * As an alternative to a cause and effect chart, students may want to annotate a map, marking locations of independence movements as well as causes and effects. * Depending on class size, students could complete this individually, with a partner, or as a group. The teacher will want to provide a rubric for students to reference while preparing and delivering their speeches.      * The teacher may want to give a formative assessment after students complete their inquiry decolonization that occurred in Asia. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * Please see the subsection *Decolonization* in the Additional Resources section for a list of suggested resources to provide to students. * Note: North Africa will be covered in the next activity as it is paired with the Middle East * This resource provides guided questions that help students analyze the essays and photographs. It also provides suggestions for extension activities. * The teacher may want to give a formative assessment after students complete their inquiry decolonization that occurred in Africa. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * Teachers may want to review the mandate system that developed after WWI before students complete this part of the unit. Teachers may want to refer back to Unit 7 for information on the mandate system if needed. There is also a link for information on the mandate system in the **Reference** section below. * Padlet could be used as an alternative to Flipgrid or if access to technology is an issue, students could explain the connection on a piece of paper as an exit ticket. * It is important to have a clear and comprehensive rubric that students can access while completing the assessment. Teachers may want to provide examples, model expectations, or review the rubric with the students. While students may choose to demonstrate their learning in a variety of ways, the rubric should be the same for all students in terms of what is being assessed. * Many students will want to create a PowerPoint or Google Slides presentation as they may find it easy or the most familiar. It is up to the discretion of the teacher if they want to allow this to be an option. Teachers may want to ask students why they want to create a PowerPoint or Google Slides presentation and based on their answers, direct them towards a method that allows them to incorporate that. If teachers allow students to use PowerPoint or Google Slides, they could always suggest having the students narrate their presentation with [FlipGrid](https://info.flipgrid.com/) or [Screencastify](https://www.screencastify.com/). |

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**Additional Resources:**

**Additional Resources**

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