



We Must Remember

Curriculum Materials

GRADE LEVELS AND SUBJECT AREA MATERIALS

10th and 11th grade History/Social Science

Aligned with State of California Public Schools Content Standards

A chstvFILMS Presentation

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Suggested High School Curriculum to Accompany “We must Remember”
HISTORY-SOCIAL SCIENCE CONTENT STANDARDS—GRADES 10-11

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

NOTES: (Grades 9-12)

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research 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 that were learned.**
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, **the frictions that develop between population groups**, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

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.**
3. Students **interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.**
4. Students understand the meaning, implication, **and impact of historical events** and recognize that events could have taken other directions.

GRADE 10—WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, **including the cause and course of the two world wars.**Students **consider multiple accounts of events** in order to understand international relations from a variety of perspectives.

10.6 – Students analyze the effects of the First World War.

3. *Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.*

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10.7 -- Students analyze the rise of totalitarian governments after World War I.

3. *Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.*

10.8 -- Students analyze the causes and consequences of World War II.

4. *Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).*
5. *Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution, and the Holocaust that resulted in the murder of six million Jewish civilians.*

10.9 -- Students analyze the international developments in the post-World War II world.

6. *Understand how the focus of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.*

GRADE ELEVEN—WORLD HISTORY AND GEOGRAPHY: CONTINUITY AND
CHANGE IN THE TWENTIETH CENTURY

Students in grade eleven study the major turning points in American history in the twentieth century. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principals that are [and were—insert not in state standards]) not always basic to citizens of other countries.

11.7 -- Students analyze America’s participation in World War II.

5. *Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident Aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.*

History-Social Science Activity—Grade 9

After viewing the film “We Must Remember”, students will evaluate and analyze the events portrayed in a class discussion. They will find secondary sources, either in print, or electronically online, to enhance the discussion, comparing and contrasting them to the film.

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History-Social Science Activity—Grade 10

Students will use multiple research sources, including the film “We must Remember”, and the extended interviews that are in addition to the film, well as print and electronic (internet) sites to analyze the effects of World War I, and the rise of totalitarian governments after it, as these effects help cause World War II. They will write a paper to describe Adolf Hitler’s rise to power, and analyze the Nazi policy of pursuing racial purity, as it affected European Jews, and the Holocaust that resulted in the death of 6 million of them. They will include a bibliography citing all of their research sources. They will present their papers in small groups, and use them to guide analysis of the events that helped cause World War II.

History-Social Science Activity—Grade 11

Students will view the film “We Must Remember”, and collect, evaluate, and employ evidence from multiple primary and secondary sources, as part of understanding of the impact of the Holocaust on the United States home front, and the response of the administration to Hitler’s atrocities against Jews and other groups. They will write a paper discussing and analyzing America’s participation in World War II, and how it was influenced by the Holocaust. They will include a bibliography citing all of their research sources as well as visual aids to accompany their papers.

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Worksheet to Accompany History-Social Science Activity—Grade 9

After viewing the film “We Must Remember”, find another source about the Holocaust, either in print, or electronically online. Make notes on the information you find, and use it to engage in a class discussion, comparing and contrasting the information you got through the film with that from the other sources.

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HISTORY-SOCIAL SCIENCE CONTENT STANDARDS—GRADES 10-11

Worksheet to Accompany History-Social Science Activity —Grade 10

Use multiple reference sources, including the film “We Must Remember”, as well as print and electronic (internet) sites to analyze the effects of World War I, and the rise of totalitarian governments after it, as these effects helped cause World War II.

Write a paper to describe Adolf Hitler’s rise to power, and analyze the Nazi policy of pursuing racial purity, as it affected European Jews, and the Holocaust that resulted in the death of 6 million of them.

Include a bibliography citing all your references.

Present your paper in a small group, and use it to guide analytical discussion of the events that helped cause World War II.

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Worksheet to accompany History-Social Science Activity—Grade 11

Collect, evaluate, and employ evidence from multiple primary and secondary sources, including the film “We Must Remember”, as part of understanding the impact of the Holocaust on the United States home front, and the response of the administration to Hitler’s atrocities against Jews and other groups.

Use the information you acquire to write a paper discussing and analyzing America’s participation in World War II, and how it was influenced by the Holocaust.

Include a bibliography citing all of your reference sources, and prepare visual aids to accompany your paper.