

Social Studies 6th Grade- Unit 3	
Elaborated Unit Focus	<p>In this unit students will explore modern Europe. Students will explain the diversity of European culture by examining languages, religions, and literacy rate. Students will investigate the forms and organizational structures of modern European governments and the purpose of the European Union (EU). Students will explain how conflict and change in the 20th century impacts Europe in the 21st century</p>
Connection to Connecting Theme/Enduing Understandings	<p>Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>
GSE for Social Studies (standards and elements)	<p><u>Geography</u> SS6G10 Describe selected cultural characteristics of Europe.</p> <ol style="list-style-type: none"> a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam. <p><u>History</u> SS6H3 Explain conflict and change in Europe.</p> <ol style="list-style-type: none"> a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression. b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust. c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War. <p><u>Government/Civic Understandings</u> SS6CG3 Compare and contrast various forms of government.</p> <ol style="list-style-type: none"> a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

<p>Connection to Literacy Standards for Social Standards (reading and /or writing)</p>	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u></p> <p><i>L6-8WHST1: Write arguments focused on discipline-specific content.</i></p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. <p><i>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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	<p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>L6-8WHST9:</i> Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Map and Globe Skills</u></p> <p>4. compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p><u>Informational/Processing Skills</u></p> <p>1. compare similarities and differences</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p>12. analyze graphs and diagrams</p>

Essential Questions and Related Supporting/Guiding Questions	
<p>Enduring Understanding <i>Culture</i></p>	<p>How does society reflect diverse cultures?</p> <ol style="list-style-type: none"> 1. How does society impact government? 2. How do one’s beliefs shape a society? 3. How do traditions shape a society?
<p>Enduring Understanding <i>Conflict and Change</i></p>	<p>How can conflict cause change?</p> <ol style="list-style-type: none"> 1. How can a group’s beliefs cause change? 2. What is the power of propaganda? 3. How can a peace treaty cause more conflict?
<p>Enduring Understanding <i>Governance</i></p>	<p>Who has the power?</p> <ol style="list-style-type: none"> 1. How does growth in a society impact government? 2. How do citizen responsibilities change as governments change? 3. How does citizen satisfaction impact a government?

Sample Instructional Activities/Assessments

Culture of Europe – Focus on Diversity of Language and Religion

Essential Question

How does society reflect diverse cultures?

Gathering Information

Part 1: Diversity of Languages (Appendix A)

(Map: <http://divinegarcinia.org/printable-map-of-europe/europeprinttext-for-printable-map-of-europe/>)

Have students use the following sites to create their own language of Europe map. They also can use these sites to gather more information about the language groups to complete the information portion.

NOTE: Have students use the following site to gather information. This is the most condensed information. (Recommended for students to start with this site)

<https://media.nationalgeographic.org/assets/photos/000/303/30308.jpg>

Other Information: If students scroll down they will see a list of countries that speak languages in that group.

Romance Languages: <http://aboutworldlanguages.com/romance-branch>

Germanic Languages: <http://aboutworldlanguages.com/germanic-branch>

Slavic Languages: <http://aboutworldlanguages.com/slavic-branch>

Celtic Languages: <http://aboutworldlanguages.com/celtic-branch>

Uralic Languages: <http://aboutworldlanguages.com/uralic-language-family>

Part 2: Diversity of Religions

This can be done as a direct instruction lesson for students to gather the information. The information could be put into a PowerPoint for students to complete the chart. (Appendix B)

Have students view the comparison chart (Appendix C) to see the percentage of each of these religions in Europe.

Part 3: Use information to answer the Essential Question

NOTE: Teacher choice of which activity to complete.

- The Most Important Thing (Appendix D)
 - Have students complete the “Most Important Thing” by using evidence from parts 1 and 2 of the lesson.
- Shape-Up Summary (Appendix E)

Teacher Information: The comparison chart used in Appendix C is from the following site.

http://www.globalreligiousfutures.org/regions/europe/religious_demography#/?affiliations_religion_id=0&affiliations_year=2010

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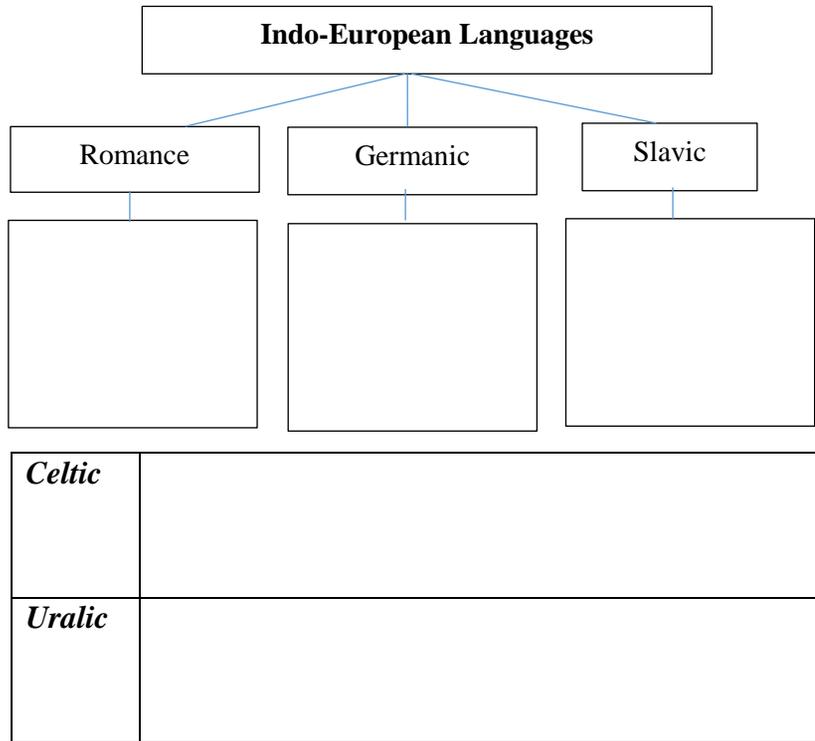
<p>GSE Standards and Elements</p>	<p>SS6G10 Describe selected cultural characteristics of Europe. a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.</p>
<p>Literacy Standards</p>	<p><u>Reading Skills</u> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u> L6-8WHST1: Write arguments focused on discipline-specific content. b.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Map Skills</u> 4. compare and contrast the categories of natural, cultural, and political features found on maps 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p><u>Informational/Processing Skills</u> 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 12. analyze graphs and diagrams</p>
<p>Enduring Understanding(s)</p>	<p>Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>

Appendix A

Key

<i>Romance</i>	
<i>Germanic</i>	
<i>Slavic</i>	
<i>Celtic</i>	
<i>Uralic</i>	

Information



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What are the languages spoken in Europe



https://commons.wikimedia.org/wiki/File:Languages_of_Europe.svg

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Appendix B

Major Religions of Europe

Religion	Founder	Holy Book	House of Worship	Holy Days	Monotheistic Yes or No
Judaism					
Christianity					
Islam					

Notes:

Judaism

- Jewish people or Jews practice Judaism.
- Judaism was founded by Abraham in about 2000 BC.
- The holy book of Judaism is called The Torah.
- There are about 15 million Jews in Europe.
- The three types of Judaism are Orthodox, Conservative, and Reform.
- Jews in Europe were almost wiped out by Hitler and Nazi Germany in World War 2.
- The primary religious symbol is the Star of David
- A major religious practice is Yom Kippur – Day of Atonement
- Worships on Saturday at the Synagogue

Christianity

- Christians practice Christianity.
- Worships on Sunday at Church
- The primary religious symbol is the cross
- Christianity was established by Jesus Christ in about 30 AD.
- The holy book of Christianity is The Bible.
- Major religious practices are Baptism and the celebration of Easter.
- There are about 2.1 billion Christians in Europe.
- The 3 major groups of Christianity are Eastern Orthodox, Roman Catholic, and Protestant.
- Protestants include Anglicans, Baptists, Methodists and Presbyterians.

Islam

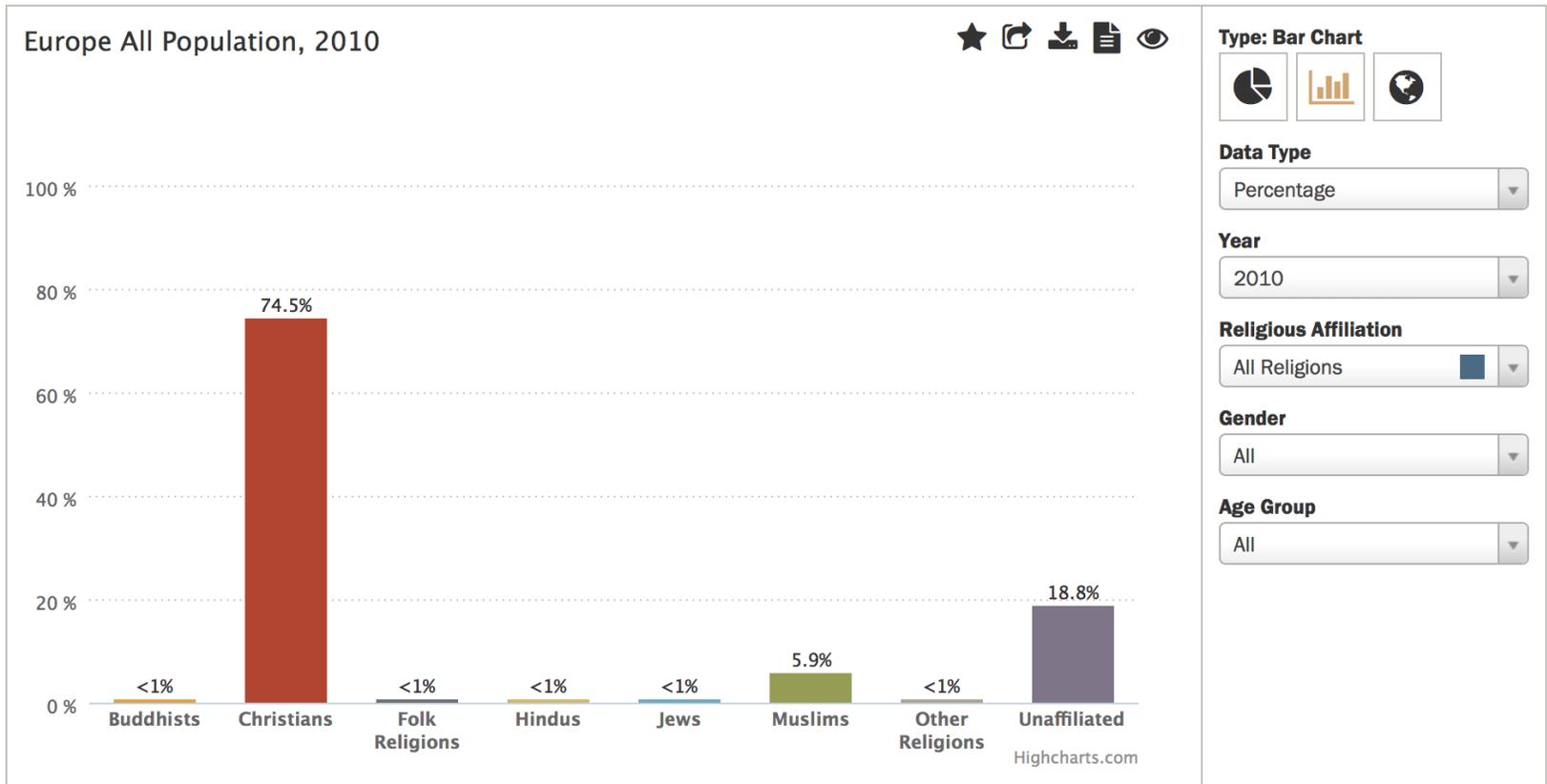
- Muslims practice Islam.
- God is called Allah.
- Islam was founded by Muhammad.
- The holy book of ISLAM is the Qur'an/Koran.
- There are about 1.3 billion Muslims.
- Islam is the main religion of the Middle East, North Africa, and Asia.
- Islam has five pillars of faith.
- The primary religious symbol is the Crescent Moon and Star.
- A major religious practice is the fast of Ramadan and pilgrimage to Mecca
- Worships/prays daily and Friday at the Mosque

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Appendix C

http://www.globalreligiousfutures.org/explorer/custom#/?subtopic=15®ions=Europe&chartType=bar&data_type=percentage&year=2010&religious_affiliation=all&gender=all&pdfMode=false&age_group=all



Percentages are calculated from unrounded numbers. Figures may not add exactly due to rounding. Populations of less than 10,000 are shown as <10,000. Populations of 10,000 and more are rounded to the nearest 10,000. For definitions of religious groups, see [About the Data](#).

The Most Important Thing

Appendix D

The most important thing about the religion and language in Europe is

_____.

Evidence 1:

Evidence 2:

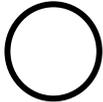
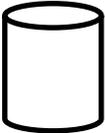
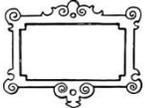
Evidence 3:

Shape Up Summary

Appendix E

Choose 2 of the following.

NOTE: Culture in this activity is referring to religions and languages that make up the culture in Europe.

 <p>What is at the heart of culture in Europe? <i>(Be sure to give specific evidence in your response.)</i></p>	
 <p>How is culture in Europe like a circle? <i>(Be sure to give specific evidence in your response.)</i></p>	
 <p>Create a recipe for the culture of Europe. <i>(Provide amounts and ingredients. Ex. 1 cup of Germanic languages.)</i></p>	
 <p>Create a picture that represents the culture in Europe. <i>(This can be a picture or a symbol. Provide evidence to explain your work.)</i></p>	

Sample Instructional Activities/Assessments

Conflict and Change: Treaty of Versailles

Note to Teacher: There are 4 ways the Treaty of Versailles punished Germany: reparations, territorial loss, reduction of military, and the war guilt clause. The first part of this activity students will work with a partner who has the same topic. They will work together to complete the activity.

Example class of 32:

1. Reparations: 4 groups of 2 (8 students)
2. Territorial Loss: 4 groups of 2 (8 students)
3. Reduction of Military: 4 groups of 2 (8 students)
4. War Guilt Clause: 4 groups of 2 (8 students)

In the second part, the students will work in groups of 4 to share their topic: One person from reparation group, one person from territorial loss, one from reduction of military, and one from war guilt clause.

Part 1:

Working with a partner, student will read the information and analyze any maps, graphs, etc. for their topic. They will annotate for what and how their particular topic addressed the punishment of Germany. (Appendix F – J) They also will infer how this could make Germans feel. The 4 square organizer will be used to record their thoughts and provide a teaching tool when sharing with the group of 4. (Appendix K)

Part 2:

One person from each topic will form a group of 4. Each person will share their topic. Students can use their 4 square organizer and the documents to “teach” their topic.

Summary:

Divide the students into two group. One will represent the Allied Powers who wrote the treaty and the other group will represent Germany. Students will complete the “I Am” Poem (Appendix L) from the perspective they are assigned. Students will work in groups to complete the activity and each student will complete the I Am poem.

Once they have completed the poem with their group, have them meet with another student from the other perspective and compare poems.

As a class have them respond to the following teacher posed questions:

- Were there any surprising responses?
- Would you say your responses were more alike or different?
- Would anyone like to “brag on a classmate” for their response?

<p>Summary: Reflecting on Essential Question: Have students answer the following question in order to make inferences on what might happen as a result of the treaty.</p> <p>1. How can conflict cause change?</p> <ul style="list-style-type: none"> • How can a peace treaty cause more conflict? 	
GSE Standards and Elements	<p>SS6H3 Explain conflict and change in Europe.</p> <p>a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.</p>
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>b.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</p>
Social Studies Matrices	<p><u>Map Skills</u></p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p><u>Informational/Processing Skills</u></p> <p>1. compare similarities and differences</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p>12. analyze graphs and diagrams</p>
Enduring Understanding(s)	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p>

Territorial Losses – Treaty of Versailles

[HTTPS://WWW.USHMM.ORG/OUTREACH/EN/MEDIA_NM.PHP?MEDIAID=1620](https://www.ushmm.org/outreach/en/media_nm.php?mediaid=1620)

Appendix F

GERMAN TERRITORIAL LOSSES, TREATY OF VERSAILLES, 1919

— *US Holocaust Memorial Museum*

Germany lost World War I. In the 1919 Treaty of Versailles, the victorious powers (the United States, Great Britain, France, and other allied states) imposed punitive territorial, military, and economic provisions on defeated Germany. In the west, Germany returned Alsace-Lorraine to France. It had been seized by Germany more than 40 years earlier. Further, Belgium received Eupen and Malmedy; the industrial Saar region was placed under the administration of the League of Nations for 15 years; and Denmark received Northern Schleswig. Finally, the Rhineland was demilitarized; that is, no German military forces or fortifications were permitted there. In the east, Poland received parts of West Prussia and Silesia from Germany. In addition, Czechoslovakia received the Hultschin district from Germany; the largely German city of Danzig became a free League of Nations; and East Prussia along the Baltic Sea was ultimately placed under Lithuanian control. Outside Europe, Germany forfeited 13 percent territory (more than 27,000 square miles) and one-tenth of its population (between 6.5 and 7 million people).



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Excerpt from article: <https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/>

Appendix G

Financial

The loss of vital industrial territory would be a severe blow to any attempts by Germany to rebuild her economy. Coal from the Saar and Upper Silesia in particular was a vital economic loss. Combined with the financial penalties linked to reparations, it seemed clear to Germany that the Allies wanted nothing else but to bankrupt her.

Germany was also forbidden to unite with Austria to form one super state, in an attempt to keep her economic potential to a minimum.

vital	very important
territory	(land area owned or controlled by someone)
severe	extreme
economy	(process of people making, selling, and buying things)
economic	money-based
financial	(related to managing money)
reparation	(making right a past injury/payment for past injury)
bankrupt	(having no money to pay bills)
potential to	possible ability to
a minimum	a very low value

Vocabulary listed created using rewordify.com

Appendix H

Excerpt from article: <http://www.u-s-history.com/pages/h1369.html>

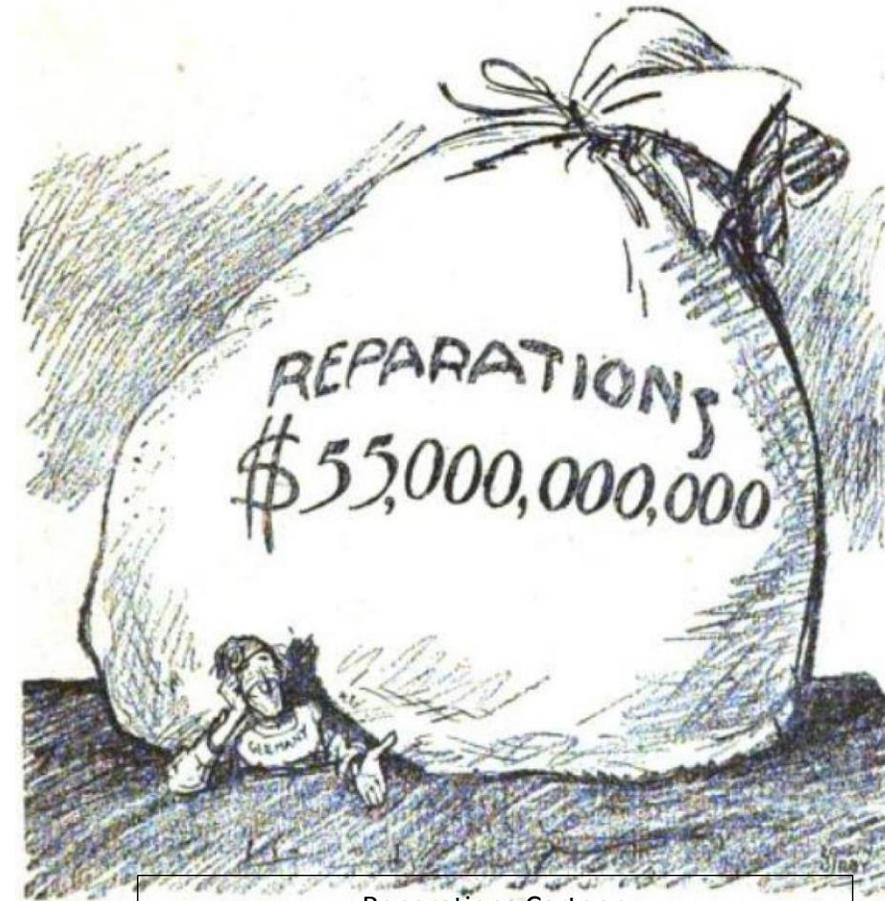
Reparations

At the conclusion of World War I, Germany reluctantly agreed to pay unspecified reparations in the armistice agreement of November 1918.

The bill was tallied in April 1921, when the commission determined that damages caused by Germany amounted to \$33 billion or 133 billion gold marks. Payments were to be made in cash or by such in-kind commodities as steel and coal. Representatives of the German government were extremely reluctant to shoulder this crushing debt and did so only under the full weight of international pressure.

An initial payment of \$250 million was made in September 1921. However, an economic crisis had gripped Germany, which caused runaway inflation and an end to additional installments. In May 1922, Allied governments granted Germany a temporary moratorium on reparations payments in the hope that their economy would recover during that period and enable the resumption of regular installment payments. France bitterly opposed the moratorium, having suffered severely from German aggression, but eventually agreed.

At the end of the prescribed period, Germany was in no position to resume payments and defaulted. In January 1923, an impatient France, accompanied by a token Belgian force, marched into the Ruhr Valley and set up a military occupation, figuring that control of the valuable industrial area could help force the resumption of payments.



Reparations Cartoon

<https://learninglab.si.edu/collections/treaty-of-versailles/VgbzFo5LLi1oK54r#r/85955>

6th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

reparation	(making right a past injury/payment for past injury)	temporary	(only lasting for a short time)
conclusion of	end of/final opinion of	moratorium	(ending (or delaying of) a certain activity)
reluctantly	(in a slow way, full of doubt)	economy	(process of people making, selling, and buying things)
unspecified	unknown	installment	section
armistice	peace agreement	bitterly	extremely (in a bad or angry way)
tallied	counted/totaled	aggression	(angry, violent behavior)
commodities	(things of value)	accompanied by	along with
extremely	very	token	symbol/symbolic
reluctant to	slow and unwilling to		
debt	(money owed)		
economic crisis	serious money-based problem		
installments	sections		
allied	(got together as partners)		

Vocabulary list created using Rewordify.com

War Guilt Clause

Appendix I

<https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/treaty-versailles-text-article-231-war-guilt-clause-politics>

Article 231 of the Treaty of Versailles, known as the *War Guilt Clause*, was a statement that Germany was responsible for beginning World War I. It reads as follows:

"The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies."

The War Guilt Clause was added in order to get the French and Belgians to agree to reduce the sum of money that Germany would have to pay to compensate for war damage. The article was seen as a concession to the Germans by the negotiators. It was bitterly resented, however, by virtually all Germans who did not believe they were responsible for the outbreak of the war. This article was a constant thorn in the side of the Weimar leaders who tried to meet the terms of the agreement while trying to have these terms modified.

6th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

treaty	agreement (between countries)	aggression	(angry, violent behavior)
allied	(together in friendship)/(got together as partners)	compensate for	make up for
associated	connected	concession	giveback
affirm	promise/state as true	bitterly	extremely (in a bad or angry way)
allies	friends	resented	disliked (because of mistreatment)
consequence	result	virtually	almost
imposed	(forced (on people)/caused an inconvenient situation)	modified	changed

Vocabulary list created using rewordify.com

Reduction in Military

Appendix J

NOTE: There are many more articles about specifics of military reduction such as ammunition, navy, air force, poisonous gas, etc. This excerpt of the Treaty of Versailles describes the reduction required of the German Army.

Excerpts about reduction of military from Articles from Treaty of Versailles <https://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf>

SECTION I

Military Clauses

CHAPTER I

EFFECTIVES AND CADRES OF THE GERMAN ARMY ARTICLE 159

The German military forces shall be demobilized and reduced as prescribed hereinafter.

ARTICLE 160

(1) By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry.

After that date the total number of effectives in the Army of the States constituting Germany must not exceed one hundred thousand men, including officers and establishments of depots. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers.

The total effective strength of officers, including the personnel of staffs, whatever their composition, must not exceed four thousand.

Vocabulary list created using rewordify.com

Appendix J

demobilized	(removed and disbanded military forces/released from military service)		devoted	gave/reserved
hereinafter	(after this, in this document)		exclusively	only
comprise	contain/make up		territory	(land area owned or controlled by someone)
constituting	making up/being equal to		frontiers	edges of something/unexplored areas
exceed	go beyond			

Excerpt from article: <https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/>

Military

Germany’s army was reduced to 100,000 men; the army was not allowed tanks. She was not allowed an air force. She was allowed only 6 capital naval ships and no submarines. The west of the Rhineland and 50 kms east of the River Rhine was made into a demilitarized zone (DMZ). No German soldier or weapon was allowed into this zone. The Allies were to keep an army of occupation on the west bank of the Rhine for 15 years.

demilitarized zone	(area with no military presence or fighting capability)
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Vocabulary list created using rewordify.com

The Treaty of Versailles

Appendix K

TOPIC: _____

<p>Explain the part of the treaty.</p>	<p>If you were writing a headline for a German newspaper for your topic, what would the headline read? (Give evidence for your headline.)</p>
<p>Create a visual that represents your topic. (Can be a symbol that represents what is going on or it can be a visual to explain it.)</p>	<p>Create an emoji that represents how you think Germans feel about this. Give evidence to explain your emoji.</p>

I Am *The Treaty of Versailles*

Appendix L

Perspective: _____

I Am	The Treaty of Versailles.
I Feel	
I Want	
I Think	
I Hear	
I See	
I Fear	
I Am	The Treaty of Versailles.

NOTE: Be sure to explain your response.

Sample Instructional Activities/Assessments	
<i>Conflict and Change: Cause and Effect Chain</i>	
<p>Work in partners</p> <p>NOTE: Both students will read the information on Communism and Germany to gain more information about the rise of Communism.</p> <ol style="list-style-type: none"> 1. One student will read reading #1 and the other student will read reading #2. <ol style="list-style-type: none"> a. Annotate while reading: Underline any evidence that would be a cause of the Rise of Nazism and underline any evidence that would be an effect of the Rise of Nazism. (NOTE: If students have highlighters they could highlight causes in one color and effects in another. This provides an easy visual when discussing the information.) 2. Discuss the causes and effects and have students complete the cause and effect chain organizer. (Appendix M) 3. Once the cause/effect chain is completed, students will create the ARE statement. (Argument, Reason and Evidence statement.) Directions are on the cause/effect chain organizer. <p>Summary: This can be done as an exit ticket or a class discussion. Have students answer the essential question: How does citizen satisfaction cause change?</p>	
GSE Standards and Elements	<p>SS6H3 Explain conflict and change in Europe.</p> <ol style="list-style-type: none"> b. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>Writing Skills</u></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<p>Writing Skills continued L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
Social Studies Matrices	<p><u>Informational/Processing Skills</u> 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p>

NOTE: This document gives more information about the rise of Communism and Germany.

Both students will read for more information.

<http://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>

Excerpt taken from *The Holocaust: An Introduction History - Propaganda: "The Jews Are Our Misfortune"*

Soon after he became chancellor, Hitler called for new elections in an effort to get full control of the Reichstag, the German parliament, for the Nazis. The Nazis used the government apparatus to terrorize the other parties. They arrested their leaders and banned their political meetings. Then, in the midst of the election campaign, on February 27, 1933, the Reichstag building burned. A Dutchman named Marinus van der Lubbe was arrested for the crime, and he swore he had acted alone. Although many suspected the Nazis were ultimately responsible for the act, the Nazis managed to blame the Communists, thus turning more votes their way.

The fire signaled the demise of German democracy. On the next day, the government, under the pretense of controlling the Communists, abolished individual rights and protections: freedom of the press, assembly, and expression were nullified, as well as the right to privacy. When the elections were held on March 5, the Nazis received nearly 44 percent of the vote, and with 8 percent offered by the Conservatives, won a majority in the government.

The Nazis moved swiftly to consolidate their power into a dictatorship. On March 23, the Enabling Act was passed. It sanctioned Hitler's dictatorial efforts and legally enabled him to pursue them further. The Nazis marshaled their formidable propaganda machine to silence their critics. They also developed a sophisticated police and military force.

Excerpts from Article: Rise of Nazism <https://www.ushmm.org/wlc/en/article.php?ModuleId=10008206>

Reading #1

During 1930–1933, the mood in Germany was grim. The worldwide economic depression had hit the country hard, and millions of people were out of work. The unemployed were joined by millions of others who linked the Depression to Germany's national humiliation after defeat in World War I. Many Germans perceived the parliamentary government coalition as weak and unable to alleviate the economic crisis. Widespread economic misery, fear, and perception of worse times to come, as well as anger and impatience with the apparent failure of the government to manage the crisis, offered fertile ground for the rise of Adolf Hitler and his Nazi Party.

Hitler was a powerful and spellbinding orator who, by tapping into the anger and helplessness felt by a large number of voters, attracted a wide following of Germans desperate for change. Nazi electoral propaganda promised to pull Germany out of the Depression. The Nazis pledged to restore German cultural values, reverse the provisions of the Treaty of Versailles, turn back the perceived threat of a Communist uprising, put the German people back to work, and restore Germany to its "rightful position" as a world power. Hitler and other Nazi propagandists were highly successful in directing the population's anger and fear against the Jews; against the Marxists (Communists and Social Democrats); and against those the Nazis held responsible for signing both the armistice of November 1918 and the Versailles treaty, and for establishing the parliamentary republic.

Hitler and other Nazi speakers carefully tailored their speeches to each audience. For example, when speaking to businessmen, the Nazis downplayed antisemitism and instead emphasized anti-communism and the return of German colonies lost through the Treaty of Versailles. When addressed to soldiers, veterans, or other nationalist interest groups, Nazi propaganda emphasized military buildup and return of other territories lost after Versailles. Nazi speakers assured farmers in the northern state of Schleswig-Holstein that a Nazi government would prop up falling agricultural prices.

On January 30, 1933, President Hindenburg appointed Adolf Hitler chancellor of Germany.

United States Holocaust Memorial Museum. "Introduction to the Holocaust."

Holocaust Encyclopedia.

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007671>

Reading #2

HITLER COMES TO POWER

In the early 1930s, the mood in Germany was grim. The worldwide economic depression had hit the country especially hard, and millions of people were out of work. Still fresh in the minds of many was Germany's humiliating defeat fifteen years earlier during World War I, and Germans lacked confidence in their weak government, known as the Weimar Republic. These conditions provided the chance for the rise of a new leader, Adolf Hitler, and his party, the National Socialist German Workers' Party, or Nazi party for short.

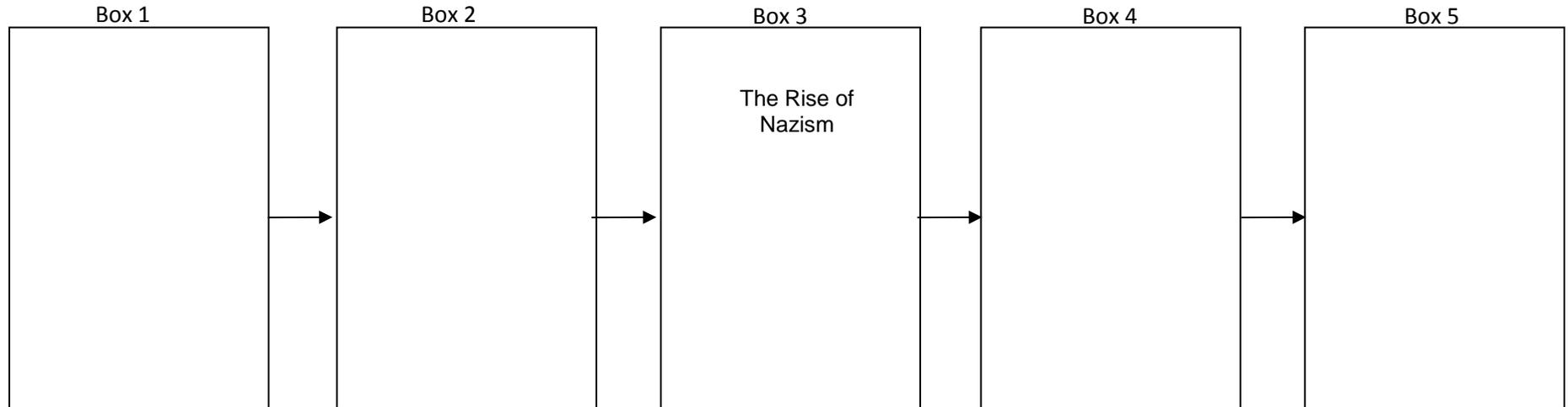
Hitler was a powerful and spellbinding speaker who attracted a wide following of Germans desperate for change. He promised the disenfranchised a better life and a new and glorious Germany. The Nazis appealed especially to the unemployed, young people, and members of the lower middle class (small store owners, office employees, craftsmen, and farmers).

The party's rise to power was rapid. Before the economic depression struck, the Nazis were practically unknown, winning only 3 percent of the vote to the Reichstag (German parliament) in elections in 1924. In the 1932 elections, the Nazis won 33 percent of the votes, more than any other party. In January 1933 Hitler was appointed chancellor, the head of the German government, and many Germans believed that they had found a savior for their nation.

Cause – Effect Chain

Appendix M

- In Box 2, write an event that caused the Rise of Nazism, box 3. Include a short explanation (at least one complete sentence) about the event.
- In Box 1, write an event that led to the cause in box 2. Include a short explanation (at least one complete sentence) about the event.
- In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
- In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



Argument Reason Evidence Statement (This may be completed on back if more space is needed.)

A: The Rise of Nazism was a major event that caused change in Europe.

R: because _____.

E: This is proven by _____ which shows _____.

Sample Instructional Activities/Assessments

Preexisting Prejudices

Students work in groups of 3.

As an *introduction*, show the picture of Jews in Prewar Germany and share the caption. You may also want to share some of the facts underneath as part of the introduction.

1. Give each group member a picture/poster.
 - a. Give students 1 minute to observe the picture/poster.
 - b. Students will respond to the first question by writing their response by line 1.
 - c. Question 1: Write one word that describes what you thought when observing this picture/poster. Provide evidence that supports your response.
2. Rotate picture/poster.
 - a. Give students 1 minute to observe the picture/poster and read their group members' responses.
 - b. Students will respond to the second question by writing their response by line 2.
 - c. Question 2: What information can you learn from this that would describe preexisting prejudices that were in Germany that resulted in the Holocaust?
3. Rotate picture/poster.
 - a. Give students 1 ½ minutes to observe the picture/poster and read their group members' responses.
 - b. Students will respond to the third question by writing their response by line 3.
 - c. Question 3: A common theme I see between all of these pictures/posters...
4. Return picture/poster to original member. NOTE: The timing of this step will vary according to the amount of student discussion.
 - a. Explain to students that they will choose one person to share something from their discussion. Allow students time to review group members' comments and discuss information. Question stems such as the following may be shown to prompt discussion:
 - * I have a question about ...
 - *It seems we agree or disagree...
 - *Could you explain what you mean by...
 - *I would like to add...
5. Have each group share something from their discussion.

<p>Summary: Have each group answer the essential question by providing evidence from the documents. Have them share answers with the class.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ▪ How can conflict cause change? <ul style="list-style-type: none"> ○ How can a group’s beliefs cause change? 	
<p>GSE Standards and Elements</p>	<p>SS6H3 Explain conflict and change in Europe.</p> <p>b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.</p>
<p>Literacy Standards</p>	<p><u>Reading Skills</u></p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p style="padding-left: 40px;">b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</p>
<p>Social Studies Matrices</p>	<p><u>Informational/Processing Skills</u></p> <ol style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations
<p>Enduring Understanding(s)</p>	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p>

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007687>

Introduction Photograph and Information

JEWIS IN PREWAR GERMANY



Two German Jewish families at a gathering before the war.

Only two people in this group survived the Holocaust. Germany, 1928.

— *US Holocaust Memorial Museum*

According to the census of June 1933, the Jewish population of Germany consisted of about 500,000 people. Jews represented less than one percent of the total German population of about 67 million people. Unlike ordinary census-taking methods, the Nazi racist criteria codified in the Nuremberg Laws of 1935 and subsequent ordinances identified Jews according to the religion practiced by an individual's grandparents. Consequently, the Nazis classified as Jews thousands of people who had converted from Judaism to another religion, among them even Roman Catholic priests and nuns and Protestant ministers whose grandparents were Jewish.

Eighty percent of the Jews in Germany (about 400,000 people) held German citizenship. The remainder were mostly Jews of Polish citizenship, many of whom were born in Germany and who had permanent resident status in Germany.

In all, about 70 percent of the Jews in Germany lived in urban areas. Fifty percent of all Jews lived in the 10 largest German cities, including Berlin (about 160,000), Frankfurt am Main (about 26,000), Breslau (about 20,000), Hamburg (about 17,000), Cologne (about 15,000), Hannover (about 13,000), and Leipzig (about 12,000).

Photograph 1

<https://www.ushmm.org/propaganda/archive/boy-bench-aryan/>



Hulton Getty Picture Collection

A boy sits on a bench in a public park. The words painted on the bench say, "For Aryans only."

A boy sits on a bench in a public park. The words painted on the bench say, "For Aryans only." By law, German and Austrian Jews were prohibited from using many public facilities except those marked "For Jews only." In some cities, Jews were not allowed in public parks, swimming pools, or movie theaters. Jews were allowed to shop in stores only during designated hours, usually late in the day when stores had run out of fresh foods.

1.
2.
3.

Photograph 2

<https://www.ushmm.org/propaganda/archive/antisemitic-sign/>

Antisemitic sign

Antisemitic sign reading, "Juden sind hier unerwünscht" (Jews Are Unwanted Here).

USHMM, courtesy of Hans Frankl



1.
2.
3.

Poster 3

<https://www.ushmm.org/propaganda/archive/poster-behind-enemy-powers/>

Poster: "Behind the enemy powers: the Jews"

USHMM Collection, Gift of Helmut Eschwege



Nazi propaganda often portrayed Jews as engaged in a conspiracy to provoke war. Here, a stereotyped Jew conspires behind the scenes to control the Allied powers, represented by the British, American, and Soviet flags.

1.
2.
3.

Sample Instructional Activities/Assessments	
Propaganda: What is the message?	
<p><i>Propaganda</i></p> <ul style="list-style-type: none"> • Groups of 3 <p><i>Teacher Preparation:</i></p> <ol style="list-style-type: none"> 1. Post each poster on a large sheet of paper with plenty of room to record student responses. There are 6 posters so a classroom within a classroom organization system could be used. Print off 2 copies of the posters. Classroom A: Yellow Paper: Glue each poster on a large sheet of yellow paper. Classroom B: White Paper: Glue each poster on a large sheet of white paper. Divide students into Classroom A and Classroom B. Classroom A students will only rotate through the posters on yellow paper. Classroom B students will only rotate through posters on white paper. 2. Post the poster analysis sheet beside the poster. (Appendix N) <p>Students will rotate among the posters and select one part of the analysis sheet to which to respond. They must write what they are responding to as well as their answer. Once students get back to their original poster, they will prepare a summary to share with the entire class. Make sure to have both groups that share the poster share back to back.</p> <ul style="list-style-type: none"> ○ Focus for discussion in group: Similarities among the posters ○ Have students complete a one sentence summary beginning with The message.... (NOTE: This could be written on sentence strips and posted in the room.) <ul style="list-style-type: none"> ▪ Have each group share their one sentence summary. • After each group member has shared, the group answers the essential question and supporting question. <ul style="list-style-type: none"> ○ How can conflict cause change? <ul style="list-style-type: none"> ▪ What is the power of propaganda? 	
GSE Standards and Elements	<p>SS6H3 Explain conflict and change in Europe.</p> <ol style="list-style-type: none"> a. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.

<p>Literacy Standards</p>	<p><u>Reading Skills</u> L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u> L6-8WHST1: Write arguments focused on discipline-specific content. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Social Studies Matrices</p>	<p><u>Informational/Processing Skills</u> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p>

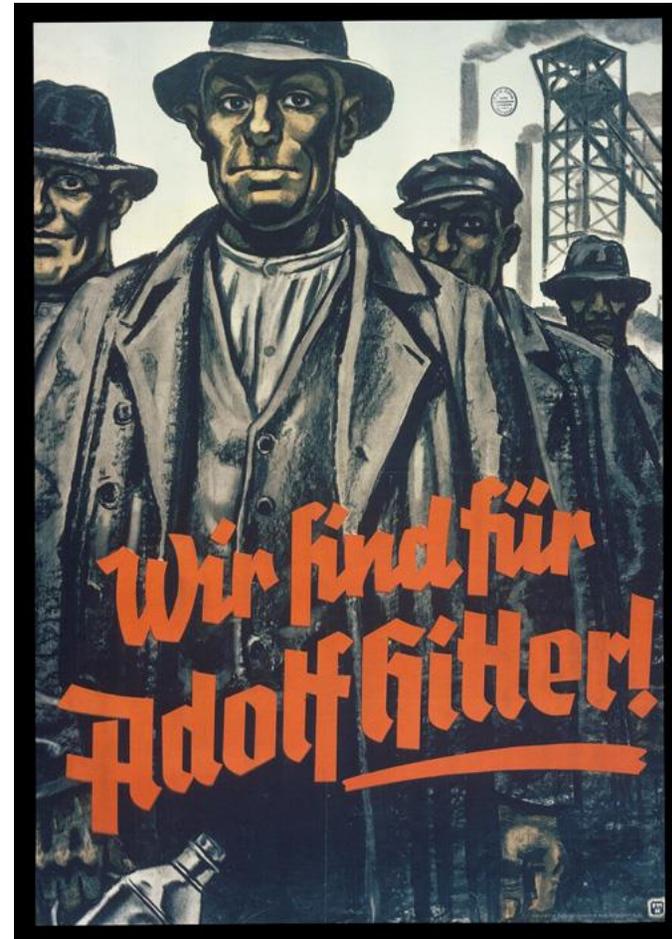
Poster 1

<https://www.ushmm.org/propaganda/archive/poster-miners/>

Poster: "We're for Adolf Hitler!"

Poster: "We're for Adolf Hitler!" This poster was aimed at unemployed miners. Nazi propaganda targeted specific subgroups in the German population with messages specially crafted to speak to a group's desires, hopes, and needs. This poster appears to imply that a vote for Hitler will mean an end to unemployment for this group.

Library of Congress Prints and Photographs Division, Washington, D.C.



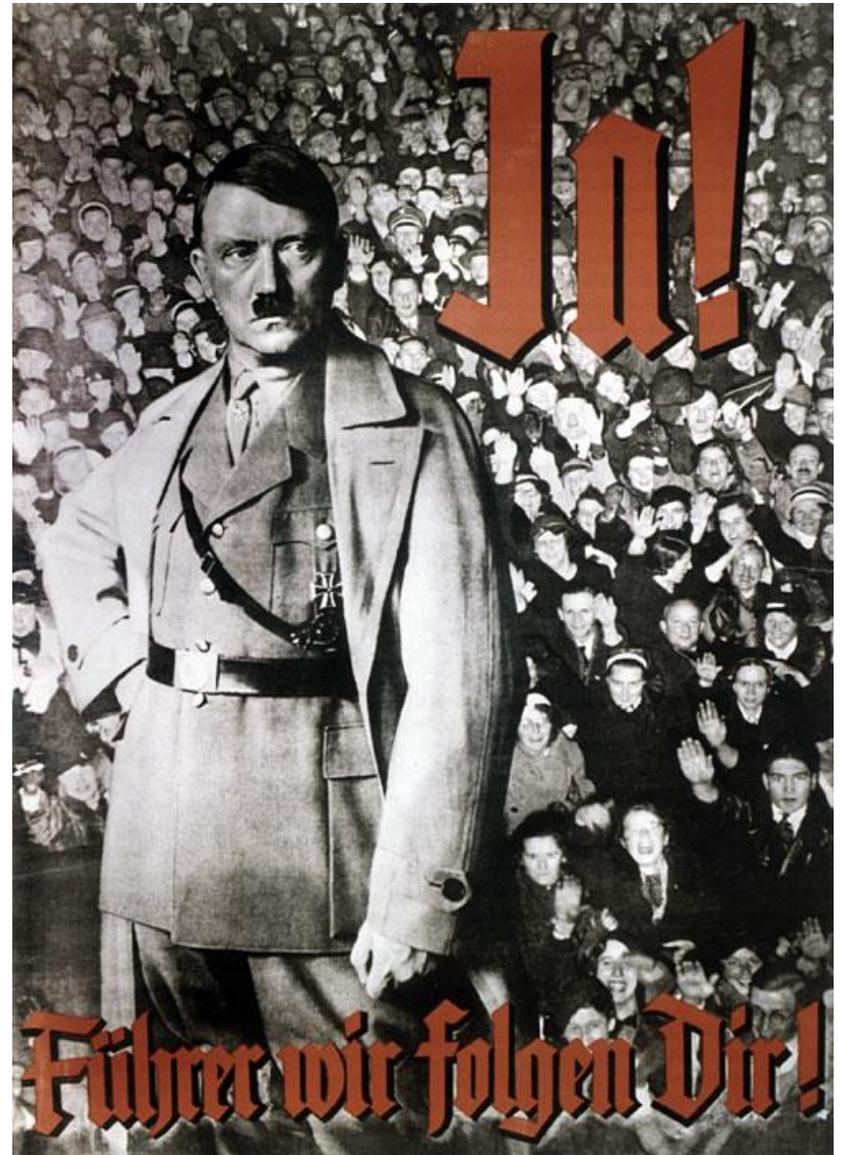
Poster 2

<https://www.ushmm.org/propaganda/archive/poster-leader-we-follow-you/>

Nazi Party Reich Propaganda Directorate, "Yes! Leader, We Follow You!"

Nazi propaganda constantly reinforced the notion that Hitler was the embodiment of the national will. Here, a determined looking Hitler in military dress stands with clenched fist, poised for action above the adoring crowd. This poster, designed for a 1934 public referendum on uniting the posts of German chancellor and president, conveys unanimous popular support for Hitler.

USHMM Collection



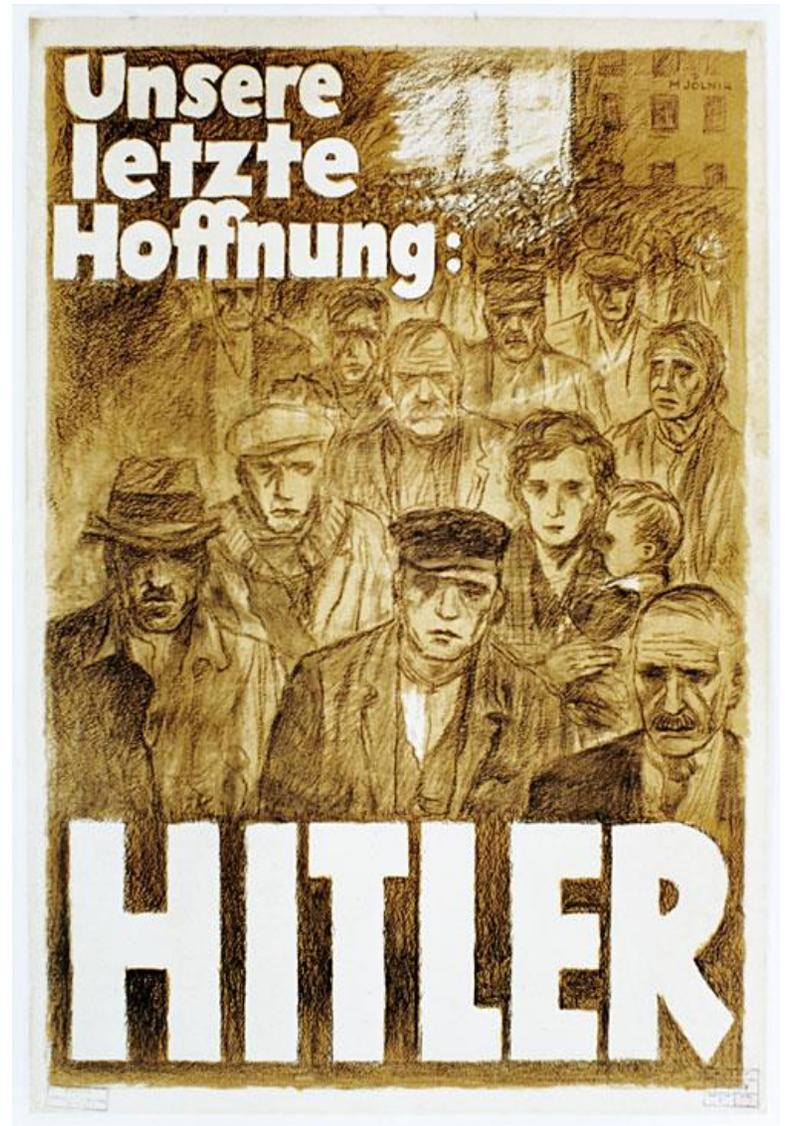
Poster 3

<https://www.ushmm.org/propaganda/archive/poster-our-last-hope/>

Mjölur [Hans Schweitzer], "Our Last Hope—Hitler," 1932

Mjölur [Hans Schweitzer], "Our Last Hope—Hitler," 1932. In the presidential elections of 1932, Nazi propagandists appealed to Germans left unemployed and destitute by the Great Depression with an offer of a savior.

USHMM Collection



Georgia Department of Education

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Poster 4

<https://www.ushmm.org/propaganda/archive/poster-national-socialism/>

Early Nazi campaign poster by Mjolnir: "National Socialism—The Organized Will of the Nation"

In the struggle to seize power, Nazi propagandists sought to win the "moral contest" by portraying its Storm Troopers who had been wounded in street brawls with Communists and Socialists, as victims rather than instigators. Bandaged Nazi warriors became a standard image in newspapers, films, and posters such as this one. Terrified of Communism, many in the German middle classes uncritically accepted this view of the Nazi as the courageous victim of leftist terror.

Bundesarchiv Koblenz (Plak 003-002-043)



Poster 5

<https://www.ushmm.org/propaganda/archive/poster-april-10/>

Poster: "Greater Germany: Yes on 10 April" (1938)

This election poster emphasizes the message of jumping on the Nazi political bandwagon, as represented by the hands raised in a unified Nazi salute. Nazi propaganda frequently stressed the power of a mass movement to propel the country forward, subtly underscored by the upward angle of the hands. This poster typifies the propaganda strategy of using simple confident slogans, with bold graphics often using the characteristic Nazi colors of red, black, and white.

Bundesarchiv Koblenz (Plak 003-003-085)



Poster 6

<https://www.ushmm.org/propaganda/archive/poster-build-weapons/>

Poster: "Build Weapons and Munitions for the Front!" (1941)

1941 poster with the text "Build Weapons and Munitions for the Front!" Nazi propagandists held out the threat of annihilation of German life and culture at the hands of "Jewish Bolshevism" if the Allies won the war. They unrealistically guaranteed victory through miracle weapons or the sheer willpower of the Führer and the German people.

Bildarchiv Preussischer Kulturbesitz, Berlin / Art Resource, New York



Analyze a Poster

Meet the poster.

Quickly scan the poster. What do you notice first?

Observe its parts.

WORDS

Does it have a message printed on it?

Are there questions or instructions?

Does it say who created it?

VISUALS

List the people, objects, places, and activities in the poster.

What are the main colors used?

Are there any symbols?

Does the poster try to persuade mainly through words, visuals, or both equally?

Write one sentence summarizing this poster.

Try to make sense of it.

When is this from?

What was happening at the time in history this poster was created?

Who do you think is the intended audience?

Why was it created? List evidence from the poster that tells you this.

Use it as historical evidence.

What did you find out from this poster that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

Sample Instructional Activities/Assessments	
<i>Events which resulted in the Holocaust</i>	
<p>Work in partners</p> <ul style="list-style-type: none"> • Show the video clip: Kristallnacht: https://abcnews.go.com/Archives/video/nov-1988-50-years-kristallnacht-14916145 <ul style="list-style-type: none"> ○ NOTE to Teacher: Be sure to review the date of the video clip with students and discuss why it shows West Germany. • Have students complete the E and O portions of the AEIOU reflection. (Appendix O) <ul style="list-style-type: none"> ○ Discuss students’ responses. • Paired Reading: <ul style="list-style-type: none"> ○ Partner A reads - NATIONWIDE BOYCOTT OF JEWISH-OWNED BUSINESSES ○ Partner B reads - NUREMBERG LAWS ARE INSTITUTED ○ Partners will discuss their reading and complete the A and I portion of the AEIOU reflection (Appendix O) as they discuss what they learned from the readings. They will provide evidence from both documents to support their response. ○ Share student responses. <p>Summary: Using the information learned in this activity, have students answer the essential question. This will be placed under the U section.</p> <ul style="list-style-type: none"> ▪ How can conflict cause change? <ul style="list-style-type: none"> ○ How can a group’s beliefs cause change? <p>Have students share responses.</p>	
GSE Standards and Elements	<p>SS6H3 Explain conflict and change in Europe. b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.</p>
Literacy Standards	<p><u>Reading Skills</u> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

	<p><u>Writing Skills</u> <i>L6-8WHST1: Write arguments focused on discipline-specific content.</i> b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. <i>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</i></p>
<p>Social Studies Matrices</p>	<p><u>Informational/Processing Skills</u> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p>

KEY DATES

APRIL 1, 1933

NATIONWIDE BOYCOTT OF JEWISH-OWNED BUSINESSES

At 10:00 a.m., members of the Storm Troopers (SA) and SS (the elite guard of the Nazi state) stand in front of Jewish-owned businesses throughout Germany to inform the public that the proprietors of these establishments are Jewish. The word "Jude," German for "Jew," is often smeared on store display windows, with a Star of David painted in yellow and black across the doors. Anti-Jewish signs accompany these slogans. In some towns, the SA march through the streets singing anti-Jewish slogans and party songs. In other towns, violence accompanies the boycott; in Kiel, a Jewish lawyer is killed. The boycott ends at midnight. Boycotts organized at the local level continue throughout much of the 1930s.

SEPTEMBER 15, 1935

NUREMBERG LAWS ARE INSTITUTED (Note some of the text has been deleted for not being suitable for sixth grade students.)

At their annual party rally, the Nazis announce new laws that make Jews second-class citizens and revoke most of their political rights. Further, Jews are prohibited from marrying with persons of "German or related blood." The Nuremberg Laws define a "Jew" as someone with three or four Jewish grandparents or who is a practicing Jew. Consequently, the Nazis classify as Jews thousands of people who have converted from Judaism to another religion, among them even Roman Catholic priests and nuns and Protestant ministers whose grandparents were Jewish.

A-E-I-O-U

Appendix O

Showing What I Know!

<p>A Write an <u>a</u>djective that describes what is going on in your readings. Provide evidence to support your response.</p>	
<p>E <u>E</u>xplain what happened on the night known as Kristallnacht.</p>	
<p>I Create an <u>I</u> think...statement about the information.</p>	
<p>O What did you <u>o</u>bserve while watching the video?</p>	
<p>U My <u>u</u>nderstanding... Answer the essential question based on what you learned from the video and the readings.</p> <ul style="list-style-type: none"> ▪ How can conflict cause change? <ul style="list-style-type: none"> ▪ How can a group's beliefs cause change? 	

Sample Instructional Activities/Assessments	
Who has the power?	
<ol style="list-style-type: none"> 1. Students will complete the “before discussion” portion of the anticipation guide – autocratic vs. democratic. (Appendix P) 2. Analyze the graphic: autocracy/democracy. Discuss responses. (Appendix Q) 3. Use the information from the chart on autocracy and democracy (Appendix R) to complete the graphic organizer. (Appendix S) 4. Have students complete the “after discussion” portion of the anticipation guide. Discuss responses. (Appendix P) 5. Summary: Have students respond to the following essential question. <i>This can be done by writing the answer or creating a visual to show the difference between the two.</i> <ul style="list-style-type: none"> *Who has the power? *How do citizen responsibilities change as governments change? 	
GSE Standards and Elements	<p>SS6CG3 Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].</p>
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
Social Studies Matrices	<p><u>Informational/Processing Skills</u></p> <p>11. draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>

Anticipation Guide-Autocratic Verses Democratic

Appendix P

Before Discussion	Read each statement carefully. Answer either Yes or No.	After Discussion
	Democracy is a system of rule by laws, not by individuals.	
	In a democracy, the rule of law protects the rights of citizens.	
	In an autocracy, all citizens are equal under the law.	
	In an autocracy, citizens may be discriminated against on the basis of religion.	
	In a democracy, the government is not responsible to the people.	
	In a democracy, voting in elections is an important civic duty of all citizens.	
	In a democracy, citizens have limited, if any, roles in government.	
	In a democracy, the rule of law limits the power of government.	
	In an autocracy, citizens may be discriminated against on the basis of race.	

<https://www.bloomberg.com/news/articles/2014-01-23/the-rise-of-elected-autocrats-threatens-democracy>

Appendix Q



1. After viewing the graphic, explain what you can infer or conclude. Use details from the graphic and your knowledge of social studies to support/justify your answer.

Information Chart

Appendix R

Governments	Ways Government Distributes Power	Examples of Governments
Autocratic	<ul style="list-style-type: none"> • One person possesses unlimited power. • The citizen has a limited, if any, role in government. • The oldest form of government. • One of the most common forms of government. • Maintain power through inheritance or ruthless use of military and police power. • Sometimes claim they rule for the people. In reality, the people have very little say in both types of autocratic governments. • Government controls all aspects of social and economic life. • Government is not responsible to the people. 	<ul style="list-style-type: none"> • Absolute or Totalitarian Dictatorship • Ideas of a single leader glorified. • The government controlled all lines of communications, and used terror to intimidate society <p>Examples- Even when these governments have a legislature or national assembly, they often only approve decisions made by the leaders. People lack the power to limit their rulers.</p> <p>Examples- Past Leaders-Adolf Hitler, Benito Mussolini, Joseph Stalin Present Countries: North Korea, Sudan, Cuba and Turkmenistan</p>
Democratic	<ul style="list-style-type: none"> ▪ Democracy is a system of rule by laws, not by individuals. • The rule of law protects the rights of citizens, maintains order, and limits the power of government. • All citizens are equal under the law. People may not be discriminated against on the basis of their race, religion, ethnic group, or gender. • People choose their leaders and hold their leaders accountable for their policies and their conduct in office. • The people are free to criticize their elected leaders and representatives. • There is freedom of religion. People are free to choose their own religious beliefs and to worship and practice their religion or no religion as they see fit. • Individuals have the right to enjoy their own cultures, along with other members of their group, even if their group is a minority. 	<p>Examples-</p> <ul style="list-style-type: none"> • In a democracy, the people are sovereign—they are the highest form of political authority. • Power flows from the people to the leaders of government, who hold power only temporarily. • Voting in elections is an important civic duty of all citizens. • Citizens choose between competing parties in regular, free and fair elections. • Voters must be able to vote in secret, free of intimidation and violence. • Citizens are free to criticize their elected leaders and representatives. • The rule of law places limits on the power of government. No government official may violate these limits. <p>Examples: United States of America, Germany United Kingdom; and Switzerland</p>

CITIZEN PARTICIPATION IN GOVERNMENT

AUTOCRACY

Auto in Greek means self

Define
Picture
Write one word or phrase to summarize what you read about an autocratic government. Provide evidence for your word or phrase.

DEMOCRACY

Demos in Greek means the common people or populace

Define
Picture
Write one word or phrase to summarize what you read about an democratic government. Provide evidence for your word or phrase.

Sample Instructional Activities/Assessments

Citizen Participation in the Governments of United Kingdom, Germany, and Russia

Sources:

- **Germany:**
 - Video: <https://www.cnn.com/2017/09/15/german-elections-explained-chancellor-bundestag-voting-parties-and-merkel.html>
 - Transcript of Video (Appendix T)
- **Russia:**
 - **NOTE TO TEACHER:** When discussing that Russia is a presidential democracy the teacher should be aware of the following information.
 - *It should be noted that Russia was, until the 1991 collapse of the Soviet Union, an autocratic state. Although civil liberties and government transparency have improved in Russia since the Soviet era, its democratic institutions are comparably not as vibrant as Germany's or the U.K.'s.*
 - *Information for teachers (not students): The website, <https://freedomhouse.org/report/freedom-world/2016/russia>, has information for the teacher to read.*
 - Excerpts from article: <http://www.euronews.com/2018/03/17/explained-russia-s-presidential-election-2018> (Appendix U)
- **United Kingdom:**
 - Article: <https://www.thesun.co.uk/uncategorized/3354279/general-election-uk-prime-minister-vote/> (Appendix V)
- **Organizational charts of each country's government** (Appendix T-1, Appendix U-1, Appendix V-1)

Create a Magazine Cover

NOTE to Teacher: You may want to show student sample covers of news magazines like *Time* and *U.S. News and World Report*.

1. Select one of the countries: Germany, Russia, and United Kingdom.
2. Imagine you are in charge of creating the cover of a popular news magazine in your country. The cover this month is devoted to the upcoming election in your country. Your task is to create the cover of your magazine that will provide your readers with an overview of the role of citizens in choosing the leader of your country.

See directions below. (Appendix W)

<p>GSE Standards and Elements</p>	<p>SS6CG3 Compare and contrast various forms of government. a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].</p>
<p>Literacy Standards</p>	<p><u>Reading Skills</u> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Writing Skills</u> L6-8WHST2: <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i> f. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. g. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. h. Use precise language and domain-specific vocabulary to inform about or explain the topic. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Social Studies Matrices</p>	<p><u>Informational/Processing Skills</u> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations 12. analyze graphs and diagrams</p>
<p>Enduring Understanding(s)</p>	<p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>

Transcript of Video: <https://www.cnn.com/2017/09/15/german-elections-explained-chancellor-bundestag-voting-parties-and-merkel.html>

Appendix T

Baffled by the electoral college? Germany's system might be more confusing

[Elizabeth Schulze](#) | [@eschulze9](#)

Published 6:32 AM ET Fri, 15 Sept 2017CNBC.com



How do German elections work? 2:03 PM ET Thu, 14 Sept 2017 | 05:18

[Germany](#) has an election process so complex that some Germans don't understand it.

Every four years, voters elect members of the Bundestag, the legislative branch of the German government based in Berlin. This year's parliamentary elections are set to take place Sept. 24 and will ultimately determine the country's next chancellor.

Georgia Department of Education

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7.5.2018 • Page 58 of 77

What exactly are Germans voting for?

Germans will cast two votes: one for a candidate in their constituency and one for a political party. The process is called a personalized proportional representation system. Simply put, Germans vote to decide how the 598 base seats in the Bundestag will be divided among members of Germany's various political parties.

"The Germans are all about proportion," said Jackson Janes, president of the American Institute for Contemporary German Studies at Johns Hopkins University. "The two votes boil down to what's their favorite guy who represents them in their districts and what's their favorite team that will represent them in the Bundestag."

The first vote, on the left side of the ballot, is a direct vote for a member of parliament in that constituency, similar to Americans voting for a congressional representative in their district. There are 299 constituencies in Germany, so direct votes make up roughly half of the seats in the Bundestag.

The second vote, on the right side of the ballot, is for a political party. Parties in Germany's 16 states put together lists of candidates; the results from the second votes determine which candidates make it off the lists to the remaining 299 seats in parliament. Parties need to receive at least 5 percent of the second votes in a state to qualify for a seat.

How are seats calculated in the Bundestag?

The system starts to get complicated when Germans split their votes, meaning they vote for a candidate from one party in the first vote and for a different political party in their second vote. That can throw off the balance of seats in parliament so that one party is more strongly represented than they should be based on the results of the proportionate second votes.

So Germans created "overhang" and "balance seats." Those are extra seats in the Bundestag that ensure every candidate who was directly elected gets a seat while political parties are still proportionally represented based on the number of votes they received. A German state's population is taken into consideration when votes are converted into seats.

After Germany's 2013 parliamentary elections, there were 631 seats in the Bundestag, including 33 overhang and balance seats.

If Germans don't vote for the chancellor, who does?

The newly-elected Bundestag votes for Germany's chancellor. A chancellor needs to receive an absolute majority, more than half, of the votes in parliament to be elected.

That is where coalitions come into play. Because there are several political parties represented in the Bundestag, it's unusual for a chancellor to receive an absolute majority of votes from only his or her party. To secure more than half of the votes, a larger party may team up with smaller parties to form a coalition government.

"In the case where the party that gets the most votes can't work with the smaller kingmaker party, sometimes you also have a coalition between the two major parties," said Sudha David-Wilp, a senior transatlantic fellow at the German Marshall Fund.

In the 2013 elections, Angela Merkel's Christian Democratic Union (CDU) and its sister party Christian Social Union (CSU) teamed up with the Social Democratic Party (SPD) to form a grand coalition. Once a coalition is formed, members of the Bundestag vote to elect the chancellor.

Why is the system so complicated?

Many Germans saw the failure of the pre-World War II Weimar Republic as the failure of the country's fragmented parliamentary system.

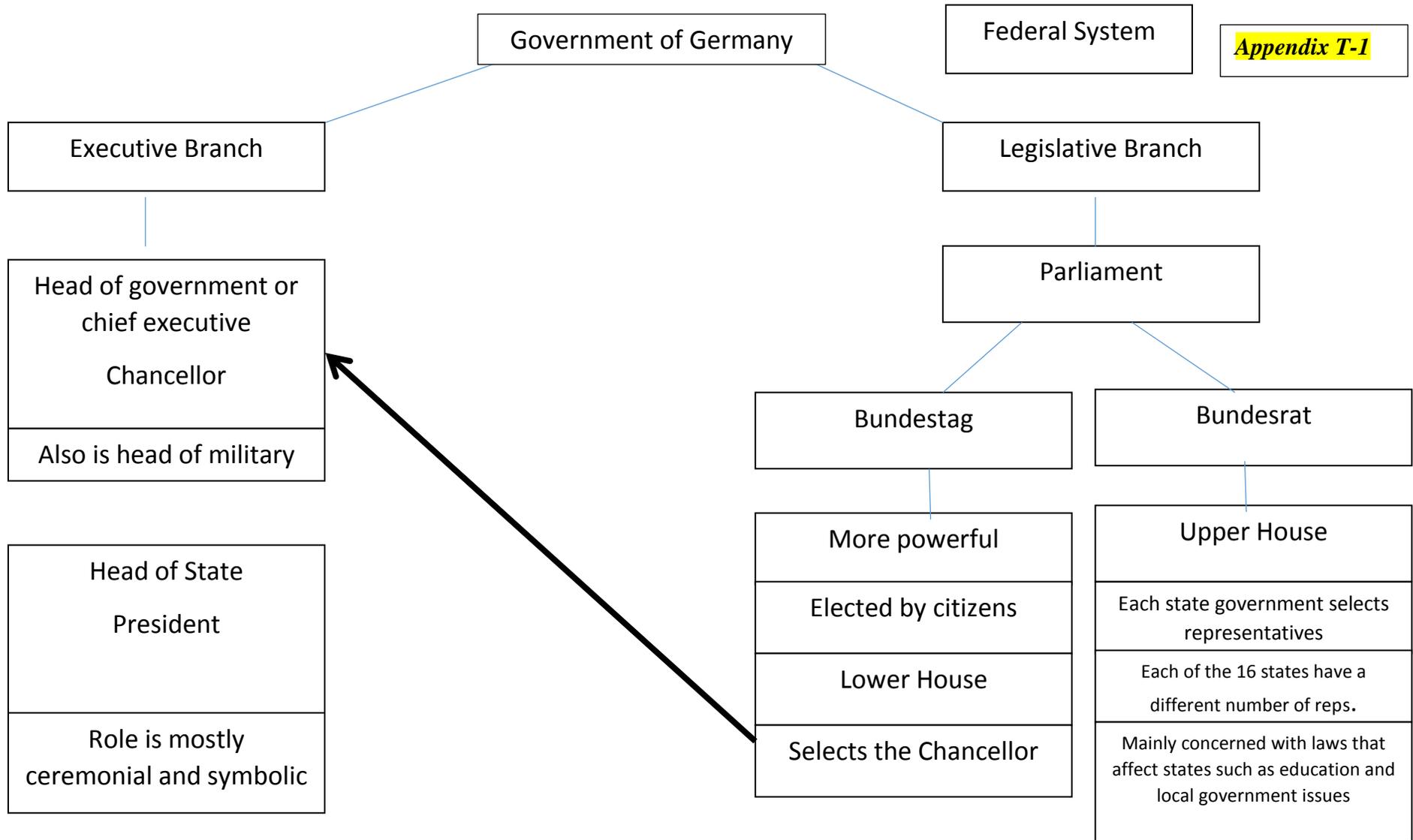
After World War II, the Federal Republic of Germany transferred power from the President toward the Bundestag and encouraged political majorities to pass legislation. Germany's current system emphasizes a strong party discipline between the executive and legislative branches, according to Josef Braml of the German Council on Foreign Relations.

"Important functions are done by political parties," Braml said. "They feel the pulls of the electorate, and they transform it into policy proposal."

The 5 percent vote threshold for political parties also makes it harder for extremist groups to get in power, Janes posited.

"I think in general it's a system that's been stable as a rock for the last 70 years," he said.

Appendix T-1



<http://www.euronews.com/2018/03/17/explained-russia-s-presidential-election-2018>

Appendix U

Explained: Russia's presidential election 2018

By Artem Aslanian & Sallyann Nicholls

last updated: 17/03/2018

'If' Putin wins

It will be the fourth election term for the current Russian leader. He was first elected in 2000 following a handover of power by then-president Boris Yeltsin, who resigned six months before the end of his tenure.

In the years since, he has spent four of them as prime minister in order to respect the constitutional limit of two consecutive presidential terms. But after Dimitri Medvedev left the presidency in 2012, Russian lawmakers extended the presidential term of four years to six. This means Putin, could stay in power until 2024, when he turns 72.

How do Russians vote?

There are almost 109 million eligible voters inside Russia for whom there are 94,500 polling stations across the country. An additional 1.8 million voters live abroad and 369 polling stations are based overseas.

Voters simply need to check a box next to the name of their preferred candidate and submit the ballot.

Candidates must attain more than half of the vote to win outright, otherwise the top two with the most votes will advance to the second round which takes place three weeks later.

Russian presidential election results and turnout 2000-2012*



Source: The Central Election Commission of the Russian Federation

*Excludes results from the 2008 election when Vladimir Putin did not stand

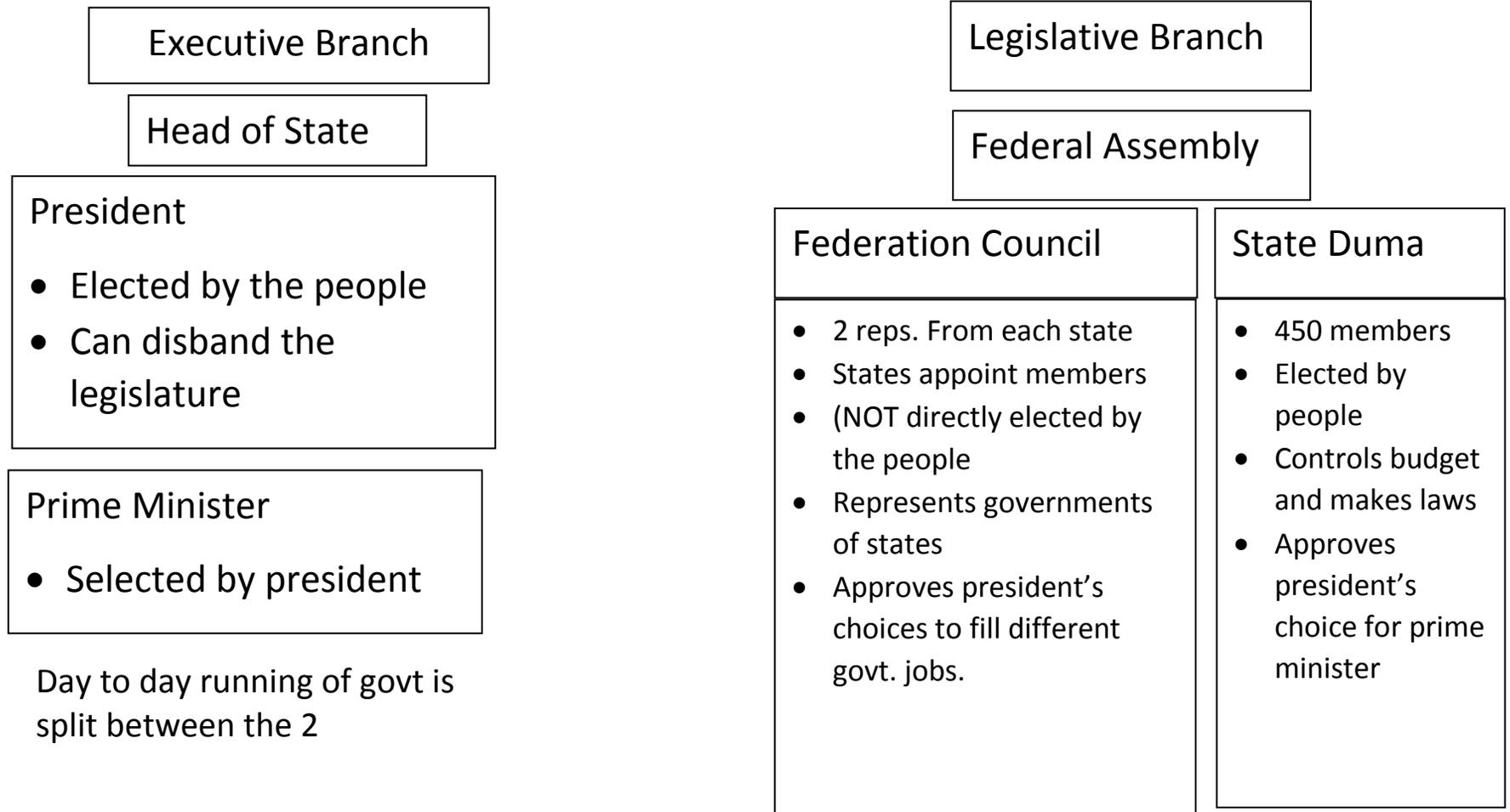
Russian presidential election results and turnout 2000-2012*



Source: The Central Election Commission of the Russian Federation

*Excludes results from the 2008 election when Vladimir Putin did not stand

Government of Russia



<https://www.thesun.co.uk/uncategorized/3354279/general-election-uk-prime-minister-vote/>

Appendix V

POLLING POWER

What is a general election, how is the Prime Minister elected and who's allowed to vote in the UK?

Everything you need to know about general elections and how they actually work

By Becky Pemberton

11th January 2018, 4:05 pm

Updated: 11th January 2018, 4:25 pm

SINCE the last General Election in 2017 there have been plenty of voices asking for another one.

Theresa May lost her majority in the snap election but is still Prime Minister. Here's everything you need to know about how a general elections actually work.

What is a General Election?

[A General Election](#) is the chance for people in the UK to select an MP to represent their local area in the House of Commons.

Normally there will be several candidates standing to be MP in each constituency, many of which will representing various political parties such as Labour or the Conservatives.

The General Election vote will also determine who will be elected as the UK Prime Minister.

The last General Election was held on June 8, 2017.

What is a snap election?

A snap election is an election that happens earlier than it usually expected.

The next general election was not scheduled to take place until 2020 as the last one was held in 2015. Typically they are held every five years.

Theresa May said, ahead of the last snap election, that an early election was needed for "security and stability" for the years ahead.

Who can vote in a General Election?

To vote in the general election you must be:

- be registered to vote
- be 18 or over on the day of the election (“polling day”)
- be a British, Irish or Commonwealth citizen
- be resident at an address in the UK (or a British citizen living abroad who has been registered to vote in the UK in the last 15 years)
- not be legally excluded from voting

How is the UK Prime Minister elected?

The UK Prime Minister is the head of the government, but they are also an MP, with Theresa May being the MP for Maidenhead.

People vote for who they wish to be elected as the MP for their local area.

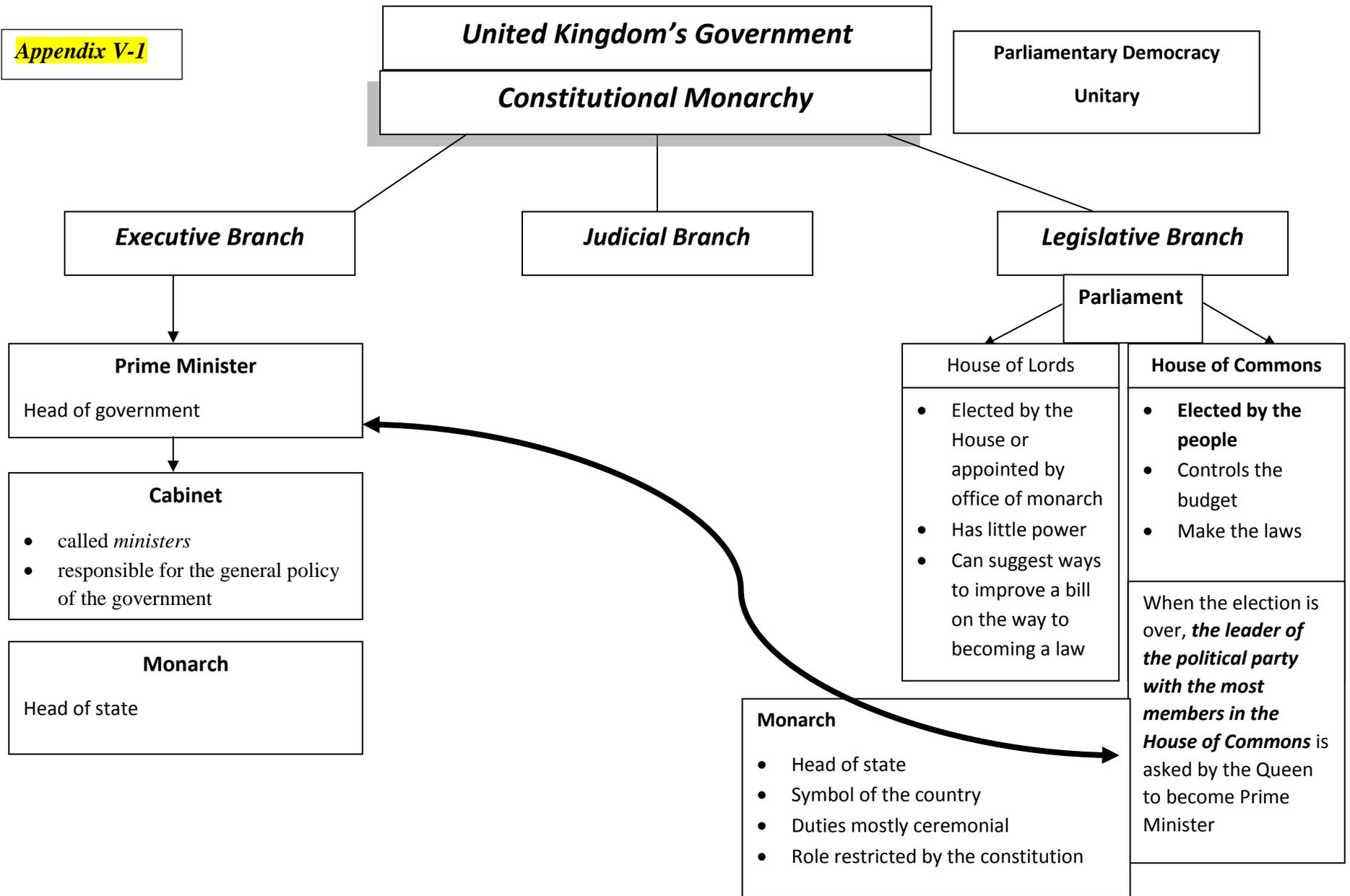
Usually voters go to a polling station and vote for one candidate for the role.

The person who receives the most votes is appointed in the role for up to five years.

Typically the political party who receives the most number of seats in the House of Commons forms the government.

The leader of the political party who wins will be made Prime Minister.

Appendix V-1



Create a Magazine Cover

Appendix W

Your Task:

Using the information learned from the video and articles for each country's government, create a cover of a major news magazine in your country. The cover this month is devoted to the upcoming election in your country. Your task is to create the cover of your magazine that will provide your readers with an overview of the role of citizens in choosing the leader of your country.

This final result should look clean and artistic like a magazine cover (colorful block letters, quality artwork, etc.) but first you must create a non-colored rough draft. The page can be laid out however you choose but must include ALL of the following.

1. The title of the magazine.
2. The main people who will be elected or will be involved in selecting the leader.
3. Key information you learned about who is elected and the role they play in the country's government.
4. Paraphrase information that you think is important to understanding role of citizens in selecting leaders.
5. Two questions you make up that are answered in your reading or video.
6. At least 2 graphics (drawings, maps, graphs, symbols, cartoons, etc.) These should tie in with the sentence you chose in number four.
7. A personal response/opinion - a comment, a connection, or an interpretation. (This reminds me of... I feel that... This makes me think...)
8. Your name in the lower right corner.
9. *When you are finished with your rough draft, number the parts 1-8 of your paper using the numbers above and show it to your teacher. If you are missing any numbers you are not finished!*
10. **Create a final draft of your magazine cover using ink and color. It must look like a magazine cover, not just like a list of answers! You must have both a rough and final draft.**

Sample Instructional Activities/Assessments	
Comparing Parliamentary and Presidential Democracy	
<p>Students can work in partners.</p> <ol style="list-style-type: none"> 1. Give students a copy of the comparison chart and reading. (Appendix X) 2. Have them use the readings to explain or provide evidence to explain what the information in the chart means. <ol style="list-style-type: none"> a. For example: In the chart it states that a parliamentary democracy has a dual executive. The evidence to support that would be "...the executive is divided into two parts, the Head of the State, i.e. President, who is only the nominal executive and the Head of the Government, i.e. Prime Minister, who is the real executive." 3. Review these with students. <p>Summary: Complete the Neo-Venn Diagram. (See attached) (Appendix Y)</p> <p>NOTE: This is set up for students to drag and drop the answers in the correct box. If you have an interactive board, this could be done as a whole class activity. Each item at the bottom is a separate text box.</p> <p>Writing Task: Have students write a response to the question: How are parliamentary and presidential democracies alike and different?</p>	
GSE Standards and Elements	<p>SS6CG3 Compare and contrast various forms of government.</p> <p>c. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u></p>

	<p><i>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p> <ul style="list-style-type: none"> a. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. b. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. c. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>Social Studies Matrices</p>	<p><u>Informational/Processing Skills</u></p> <ul style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations
<p>Enduring Understanding(s)</p>	<p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>

Comparison Chart - <https://keydifferences.com/difference-between-parliamentary-and-presidential-form-of-government.html>

Appendix X

BASIS FOR COMPARISON	PARLIAMENTARY FORM OF GOVERNMENT	PRESIDENTIAL FORM OF GOVERNMENT
Meaning	In Parliamentary system the legislative and executive body of government are closely related, while the judiciary is independent of the other two bodies of government.	In Presidential system, the legislative, executive and judiciary body of the government are independent of each other.
Executive	Dual executive	Single executive
Accountability	The executive is accountable to the legislature.	The executive is not accountable to the legislature.
Powers	Concentrated	Divided
Ministers	Only the members of Parliament can be appointed as minister.	Persons outside the legislature are appointed as ministers.
Dissolution of lower house	Prime Minister can dissolve the lower house before the expiry of its term.	President cannot dissolve lower house.
Tenure of Executive	Not fixed	Fixed

Definition of Parliamentary form of Government

<https://keydifferences.com/difference-between-parliamentary-and-presidential-form-of-government.html#Definition>

Definition of Parliamentary form of Government

Parliamentary form of government represents a system of democratic governance of a country, wherein the executive branch is derived from the legislative body, i.e. the Parliament. Here, the executive is divided into two parts, the Head of the State, i.e. President, who is only the nominal executive and the Head of the Government, i.e. Prime Minister, who is the real executive.

As per this system, the political party getting the maximum number of seats during federal elections, in the Parliament, forms the government. The party elects a member, as a leader, who is appointed as the Prime Minister by the President. After the appointment of the Prime Minister, the Cabinet is formed by him, whose members should be out of the Parliament. The executive body, i.e. the Cabinet is accountable to the legislative body, i.e. Parliament

This system is prevalent in the countries like United Kingdom, India, Japan and Canada.

Definition of Presidential form of Government

When a country follows the Presidential form of Government, it denotes that there is only one person as the head of the state and government, i.e. the President. The election of the President is made directly by the citizens of the country or sometimes by the members of the electoral college for a fixed period.

The President elects some ministers as the Secretary and forms a small Cabinet, who assist in governing the country. Neither the President nor the Secretaries are accountable to the Congress (Parliament) for their acts. Indeed, they do not attend the sessions as well.

This form of government can be found in the countries like United States of America, Russia, Brazil and Srilanka.

<https://keydifferences.com/difference-between-parliamentary-and-presidential-form-of-government.html#KeyDifferences>

Key Differences Between Parliamentary and Presidential form of Government

The points presented below are important so far as the differences between parliamentary and presidential form of government is concerned:

1. The Parliamentary system of government is one in which there exists a harmonious relationship between the legislative and executive body, while the judiciary body works independently. As against this, in Presidential form of government, the three organs of the government work independently of each other.
2. In Parliamentary form of government, the executive is divided into two parts, i.e. the Head of the State (President) and the Head of the Government (Prime Minister). On the contrary, the President is the chief executive of the Presidential form of Government.
3. In the Parliamentary form of government, the executive body, i.e. the Council of Ministers is accountable to the Parliament for its acts. Conversely, in the Presidential form of Government, there is no such accountability, i.e. the executive body is not accountable to the Parliament for its acts.
4. Fusion of powers exists in the Parliamentary system, whereas the powers are separated in Presidential system.
5. In Parliamentary form, only those persons are appointed as ministers in the executive body who are the members of Parliament. Unlike, in Presidential form, persons other than those working in the legislature can be appointed as secretaries.
6. In Parliamentary government, the Prime Minister has the power to dissolve the lower house before the completion of its term. As opposed, the President cannot dissolve the lower house, in Presidential government.
7. The tenure of the executive is not fixed in Parliamentary government, as in, if a no-confidence motion is passed in the Parliament, the Council of Ministers is dismissed. Contrary to this, the executive has a fixed term in the Presidential government.

Note: See the vocabulary list below for definition or replacement words for the underlined words.

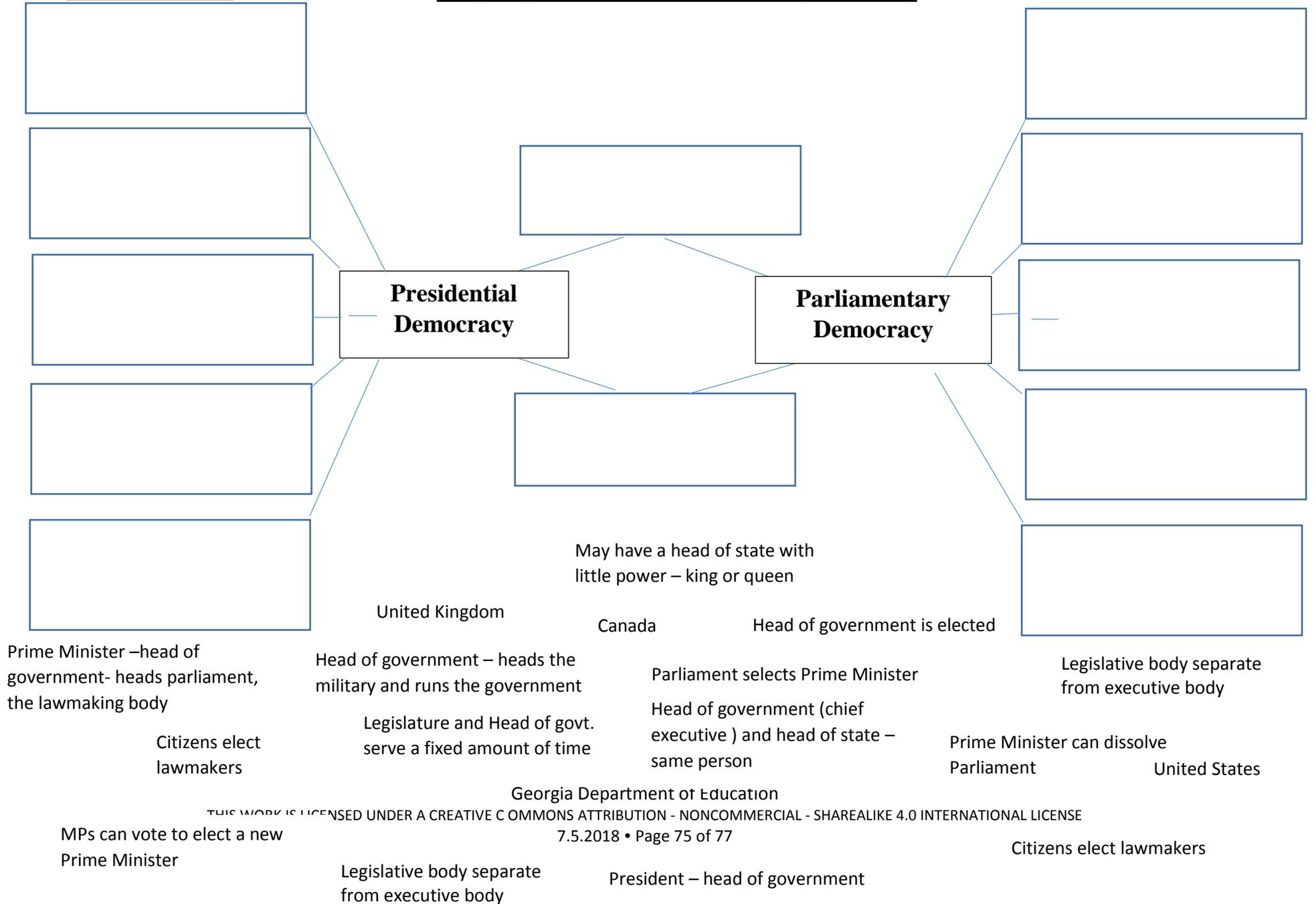
6th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

parliamentary	(related to elected lawmakers)	conversely	(looking at things in the opposite way)
harmonious relationship	(good relationship where everyone or everything gets along with each other)	accountability	responsibility for behavior
legislative	law-based	appointed	selected
judiciary	(related to judges and the court system)	legislature	government
i.e	(in other words)	appointed	selected/hired
prime	most important	dissolve	end/stop
on the contrary	(opposite from what's expected)	opposed	argued/against
council	(group of people who advise or govern)	tenure	(length of time at work or in power/right to permanent employment)
accountable	responsible	motion	formal request (to a judge, at a meeting, etc.)
		contrary	opposite

Vocabulary List created by rewordify.com

Appendix Y

Comparing Presidential and Parliamentary Democracy



Culminating Unit Performance Task	
How did change help shape Europe as it is today?	
<i>The list below is two ideas that could be used for culminating unit performance task.</i>	
<ol style="list-style-type: none"> 1. Create a “chain of events” or mind map type of organizer that shows how Europe has changed since the aftermath of WWI. The purpose of this is to make a connection between the events studied. Choose one topic from the standards listed below and branch off of the topic with as many connections you can make. For example if you want to start with the parliamentary democracy of Germany, you can trace the events that led up to the type of government Germany has today. Be sure you include facts to explain your connections. <ul style="list-style-type: none"> • NOTE: The teacher could create a list of terms, people, events and have students make a “chain of events” or mind map to show the connections. 2. Provide students with a map of Europe after WWI, WWII, the Cold War and Europe today. Have students identify a minimum of 5 differences among the maps and use what they have learned to explain how these differences came about over time. 	
GSE Standards and Elements	<p><u>Geography</u> SS6G10 Describe selected cultural characteristics of Europe.</p> <ol style="list-style-type: none"> a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam. <p><u>History</u> SS6H3 Explain conflict and change in Europe.</p> <ol style="list-style-type: none"> a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression. b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust. c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War. <p><u>Government/Civic Understandings</u> SS6CG3 Compare and contrast various forms of government.</p> <ol style="list-style-type: none"> a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
Literacy Standards	<u>Reading Skills</u>

6th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<p>(Standards used depend upon the choice of the activity.)</p>	<p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). <u>Writing Skills</u> L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Social Studies Matrices (Standards used depend upon the choice of the activity.)</p>	<p><u>Informational/Processing Skills</u> 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> • <i>Culture</i> • <i>Conflict and Change</i> • <i>Governance</i>