

Honors World History II Learning in Place 2020

Week 1

✓	Task	Text	Write
	How were the human rights of European Jews violated during the 1930s and 1940s?	Unit 9 Performance Task, Documents A-D	1. Use Documents A-D to construct a claim that answers the driving historical question. Then, support your claim with evidence from all 4 documents. In complete sentences, provide your reasoning/argument for why the evidence supports your claim. Use additional paper if necessary.
	Examine the Holocaust.	World History and Geography from 1500 Textbook, pages 502-507; glossary Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 9, Topic 3	2. In complete sentences, answer the following: a. What was the Holocaust and what led it to unfold? b. What other genocides occurred during the 20 th and 21 st centuries and why did lessons from the Holocaust not prevent them?
	What does the diary of Anne Frank tell us about the Holocaust?	World History and Geography from 1500 Textbook, pages 508-509, also available in the packet.	3. As you are reading, complete the “Analyze Sequence,” “Draw Conclusions,” “Summarize,” and “Explain an Argument” tasks that are indicated by the red question marks. Then, in complete sentences, answer Assessment questions 1-3.
	What were the major causes, events, and outcomes of World War II?	World History and Geography from 1500 Textbook, pages 551-560 Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 9, Topics 1-4	4. Write a paper to answer the following: What were the major <u>causes</u> , <u>events</u> , and <u>outcomes</u> of World War II? If typed , this paper should be no shorter than 1 page, double-spaced in size 12 font. It should be no longer than 2 pages, double-spaced in size 12 font. If hand-written , this summary should be no shorter than 2 pages and no longer than 4 pages.

Week 2

✓	Task	Text	Write
	<p>What were the major causes and events of the Cold War?</p>	<p>World History and Geography from 1500 Textbook, pages 534-541</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 10</p>	<p>1. As you read, create a T-Chart that shows the CAUSES of the Cold War and the EVENTS of the Cold War. For each cause AND each event, write general description.</p>
	<p>How was Asia impacted by the Cold War?</p>	<p>Unit 10 Performance Task, Documents A-D</p>	<p>2. Use Documents A-D to construct a claim that answers the driving historical question. Then, support your claim with evidence from all 4 documents. In complete sentences, provide your reasoning/argument for why the evidence supports your claim. Use additional paper if necessary.</p>
	<p>What major movements existed in China during the Cold War?</p>	<p>World History and Geography from 1500 Textbook, pages 551-560</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 10</p>	<p>3. Write a summary of the major movements in China during the Cold War. Include all of the the following terms in your summary: Civil war, Jiang Jieshi, Mao Zedong, Communism, Nationalism, and the Korean War. If typed, this summary should be no shorter than ½ page, double-spaced in size 12 font. It should be no longer than 1 page, double-spaced in size 12 font. If hand-written, this summary should be no shorter than 1 page and no longer than 2 pages.</p>

Week 3

✓	Task	Text	Write
	<p>What major movements existed in Vietnam during the Cold War?</p>	<p>World History and Geography from 1500 Textbook, pages 557-560</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 10, Topic 2</p>	<p>1. Write a summary of the Vietnam War as part of the U.S. policy of containment.</p>
	<p>How did the Cold War come to an end?</p>	<p>World History and Geography from 1500 Textbook, pages 561-566</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 10, Topic 3</p>	<p>2. As you read, create a timeline of events significant to the decline of the Cold War. Then identify the event or person you think was most significant to bringing an end to the Cold War and, in 1-2 paragraphs, justify your response.</p>
	<p>Describe the role of Ronald Reagan in the destruction of the Berlin Wall.</p>	<p>World History and Geography from 1500 Textbook, 567-568</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World History 1500-Present, Module 10, Topic 3</p>	<p>3. In complete sentences, describe the role of Ronald Reagan in the destruction of the Berlin Wall.</p>
	<p>Elaborate on your performance assessment.</p>	<p>Unit 9 Performance Task, Documents A-D OR Unit 10 Performance Task, Documents A-D (packet)</p>	<p>4. Examine the Performance tasks you've completed for the last 2 units. Select ONE task, and elaborate using knowledge you've gained about that topic from your unit studies. Use your initial response as a basis for your paper, but add additional detail where appropriate, including refining any initial thoughts, predictions, or assertions that you've later found to be false. . If typed, this essay should be no shorter than 1 page, double-spaced in size 12 font. It should be no longer than 2 pages, double-spaced in size 12 font. If hand-written, this summary should be no shorter than 2 pages and no longer than 4 pages.</p>

NPS

Learn in Place

Supplemental Packet:
World History II

World History II Unit 9 Performance Task

Content Standard: WHII.11d

The student will apply social science skills to understand World War II and its worldwide impact by

d) examining the Holocaust and other examples of genocide in the twentieth century;

Task: Use the documents to address the following question:

Driving Historical Question: How were the human rights of European Jews violated during the 1930s and 1940s?

Part A. Closely read documents A-D and determine what is important in each document by answering the accompanying question(s).

Document A

Message from SS-Gruppenführer Heydrich to all State Police Main Offices and Field Offices,
November 10 1938

Regards: Measures against Jews

- a) Only such measures may be taken which do not jeopardize German life or property (for instance, burning of synagogues only if there is no danger of fires for the neighborhoods).
- b) Business establishments and homes of Jews may be destroyed but not looted. The police have been instructed to supervise the execution of these directives and to arrest looters.
- c) In Business streets special care is to be taken that non-Jewish establishments will be safeguarded at all cost against damage.

As soon as the events of this night permit the use of the designated officers, as many Jews, particularly wealthy ones, as the local jails will hold, are to be arrested in all districts. Initially only healthy male Jews, not too old, are to be arrested. After the arrests have been carried out the appropriate concentration camp is to be contacted immediately with a view to a quick transfer of the Jews to the camps

- Nazi Conspiracy and Aggression - Washington, U.S Govt. Print. Off., 1946, Vol. III, p. 545-547.

Kristallnacht Order

Based on Document A, describe one way German society was becoming divided between Jews and non-Jews.

Document B



Nazi boycott of Jewish businesses with signs reading “Do not buy from Jews. Buy from German shops!”

Based on Document B, explain one way these actions would impact the economic livelihood of Jewish people in Germany.

Document C



In May 1942, all Jews aged six and older are required to wear a yellow Star of David on their clothes

Based on Document C, describe one impact being forced to wear a Star of David may have on Jewish people

Document D

Ghetto Ration Card

LEBENSMITTELKARTE
KARTA ŻYWNOSCIOWA
Gültig für den Monat Oktober 1941 — Ważna na miesiąc październik 1941

Nr 038944

LEBENSMITTELKARTE
KARTA ŻYWNOSCIOWA

Gültig für den Monat Oktober 1941 — Ważna na miesiąc październik 1941

In
Kraie
miasteczko
Name
Kulmbach
Wohnort
miejscie zamieszkania
Straße
ulica

Nicht übertragbar — Nie prze- oddajemy
Be. Verlust kein Ersatz! —
W razie uszkodzenia duplikat wydany nie bierze!

KUNDENLISTENNUMMERN — NUMERY LIST KONSUMENTÓW

I	Nr	II	Nr
III	Nr	IV	Nr

47	Różne	48	Różne	42	Różne	30	Marmolada	28	Marmolada
46	Różne	49	Różne	41	Różne	31	Marmolada		Marmolada
45	Różne	50	Różne	40	Różne	37	Różne	32	Różne
12	Chleb	15	Chleb	39	Różne	36	Różne	33	Różne
11	Chleb	14	Chleb	38	Różne	35	Różne	34	Różne
10	Chleb	13	Chleb	52	Różne	54	Różne	56	Różne
9	Chleb	16	Cukier	51	Różne	53	Różne	55	Różne
		17	Cukier					21	Mięso
								20	Mięso

Ghetto ration card for October 1941. This card officially entitled the holder to 300 calories daily.

Photo credit: Mecenstwo Walka, Zagłada Żydów Polsce 1939-1945. Poland. No. 137.

Based on Document D, explain one impact being restricted to the limits of this ration card would have on European Jews.

Part B.

- Write a claim that answers the Driving Historical Question.
- Support your claim with evidence from **at least 3** different documents. These are facts that support your claim.
- In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
- Use additional paper, if necessary.

Driving Historical Question: How were the human rights of European Jews violated during the 1930s and 1940s?

The Diary of a Young Girl: Anne Frank

Introduction

In 1933, Adolf Hitler was elected Chancellor of Germany. During World War II, his Nazi Party rounded up European Jews, many of whom were transported to death camps. Anne Frank was a young Jewish girl who hid with her family in small concealed rooms in her father's office. Frank kept a diary from June 12, 1942 to August 1, 1944, when her family's hiding place was discovered. She died in a concentration camp in 1945. Frank's father survived and published her diary to share Anne's story with the world.

Primary Source

Saturday, June 20, 1942

My father was thirty-six when he married my mother, who was then twenty-five. My sister Margot was born in 1926 in Frankfurt-on-Main, I followed on June 12, 1929, and, as we are Jewish, we emigrated to Holland in 1933, where my father was appointed Managing Director of Travies N.V. This firm is in close relationship with the firm of Kolen & Co. in the same building, of which my father is a partner.

The rest of our family, however, felt the full impact of Hitler's anti-Jewish laws, so life was filled with anxiety. In 1938 after the pogroms [organized killing and other persecution of Jews], my two uncles (my mother's brothers) escaped to the U.S.A. My old grandmother came to us, she was then seventy-three. After May 1940 good times rapidly fled: first the war, then the capitulation [surrender], followed by the arrival of the Germans, which is when the sufferings of us Jews really began.

? ANALYZE SEQUENCE List the chronology of events that Anne Frank describes in this passage from June 20. What does this sequence of events suggest about life for European Jews during the 1930s and early 1940s?

Oma moest
op de foto,
Margot
drukte af,
en.....
bij het ont-
wikkelen
constateerden
wij dat Oma
het was
verdwenen.



>> Anne Frank

Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star. Jews must hand in their bicycles. Jews are banned from trains and are forbidden to drive. Jews are only allowed to do their shopping between three and five o'clock and then only in shops which bear the placard [sign] "Jewish shop." Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour. Jews are forbidden to visit theaters, cinemas, and other places of entertainment. Jews may not take part in public sports. Swimming baths, tennis courts, hockey fields, and other sports grounds are all prohibited to them. Jews may not visit Christians. Jews must go to Jewish schools, and many more restrictions of a similar kind.

So we could not do this and were forbidden to do that. But life went on in spite of it all. Jopie [Jacqueline van Meerssen, Anne's best friend] used to say to me, "You're scared to do anything, because it may be forbidden." Our freedom was strictly limited. Yet things were still bearable.

? DRAW CONCLUSIONS Choose a decree described in this passage, and explain how it limited Jews' rights and freedoms.

Thursday, November 19, 1942

Countless friends and acquaintances have gone to a terrible fate. Evening after evening the green and gray army lorries [trucks] trundle [roll] past. The Germans ring at every front door to inquire if there are any Jews living in the house. If there are, then the whole family has to go at once. If they don't find any, they go on to the next house. No one has a chance of evading [avoiding] them unless one goes into hiding. Often they go around us with lists, and only ring when they know they can get a good haul. Sometimes they let them off for cash—so much per head, it seems like the slave hunts of olden times. But it's certainly no joke; it's much too tragic for that. In the evenings when it's dark, I often see rows of good, innocent people accompanied by crying children, walking on and on, in charge of a couple of these chaps, bullied and knocked about until they almost drop. No one is spared—old people, babies, expectant mothers, the sick—each and all join in the march of death.

How fortunate we are here, so well cared for and undisturbed. We wouldn't have to worry about all this misery were it not that we are so anxious about all those dear to us whom we can no longer help.

I feel wicked sleeping in a warm bed, while my dearest friends have been knocked down or have fallen into a gutter somewhere out in the cold night. I get frightened when I think of close friends who have now been delivered into the hands of the cruelest brutes that walk the earth. And all because they are Jews!

? SUMMARIZE As Frank describes in her diary, how has life changed for Jews from June to November 1942?

Wednesday, May 3, 1944

Why all this destruction? The question is very understandable, but no one has found a satisfactory answer to it so far. Yes, why do they make still more gigantic planes, still heavier bombs and, at the same time, prefabricated [mass-produced] houses for reconstruction? Why should millions be spent daily on the war and yet there's not a penny available for medical services, artists, or for poor people?

Why do some people have to starve, while there are surpluses [extra amounts] rotting in other parts of the world? Oh, why are people so crazy?

Saturday, July 15, 1944

In spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, I hear the ever approaching thunder, which will destroy us too, I can feel the sufferings of millions and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquility [calm] will return again.

? EXPLAIN AN ARGUMENT Why does Frank describe people as "crazy"? What problems does she observe?

ASSESSMENT

- 1. Draw Inferences** What was the purpose of the restrictions the Nazis imposed on Jews? What were the effects of these laws?
- 2. Analyze Style and Rhetoric** How would you describe the tone of Frank's diary? How does she relate to her subject matter?
- 3. Determine Central Ideas** How does reading Frank's diary differ from reading a secondary source about the Holocaust? What might her diary teach readers today that other sources cannot?

World History, 1500 to Present
Unit 10 Performance Task

Content Standard: WHII.12c

WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh;

Task: Use the document to address the following question:

Driving Historical Question: How was Asia impacted by the Cold War?

Part A. Closely read Documents A-D and determine what is important by answering the accompanying question(s).

Document A



United States Information Service poster distributed in Asia depicting Juan dela Cruz ready to defend the Philippines under the threat of communism, 1951.

Based on Document A, discuss one action the United States hopes people in the Philippines will take.

Document B

In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Statement by US President Truman on invasion of South Korea by North Korea, 27 June 1950

Based on Document B, discuss two actions taken by opposing forces in Korea.

Document C



Ho Chi Minh [leader of North Vietnam] and his hold over South Vietnam.

Based on Document C, discuss one action taken by the US in Vietnam.

Document D

The Vietnam War: Military Statistics

US Military Forces in Vietnam, 1964–1972

Year	US Military Forces
1964	23,300
1965	184,300
1966	385,300
1967	485,600
1968	536,100
1969	475,200
1970	234,600
1971	156,800
1972	24,200

Based on Document D, discuss one trend in American military numbers in Vietnam through 1971.

Part B.

- Write a claim that answers the Driving Historical Question.
- Support your claim with evidence from **at least 3** different documents. These are facts that support your claim.
- In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
- Use additional paper, if necessary.

Driving Historical Question: How was Asia impacted by the Cold War?