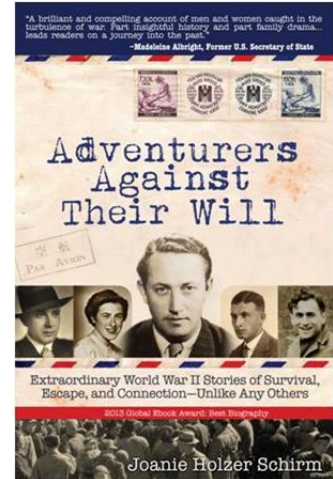


# Adventurers Against Their Will: At-A-Glance Outline (with identified Standards)

## Lesson 1: Setting the Stage

This lesson begins by exploring the themes that frequently drive the stories included in *Adventurers Against Their Will*. The lesson begins by asking students to reflect on what they already know about the Holocaust, both individually and as a group. Terms of persecution are discussed. Then, students work in small groups to create thoughtful and meaningful definitions. Following small-group presentations/reports of key terms, students consider other historical events to which these terms might apply and offer their perspective on these events. Finally, students will reflect on what they have learned.



### Learning Objectives

Students will consider the broader implications of the Holocaust, including other genocides, as well as ways in which people perpetuate stereotypes or prejudices, discriminate against other groups, or are discriminated against. The lesson engages students in critical thinking to analyze the causes and effects of Hitler's rise to power.

Students will be able to:

- Define words associated with hatred and discrimination.
- List historical examples of discrimination against and persecution of minority groups.
- Discuss these words and their meanings within both a modern and historical context.

### **Florida Social Studies Standards:**

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.10.6: Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

**Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**National Council for the Social Studies (NCSS) C3 Framework Standards:**

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

## **Lesson 2: The Historical Context (Chapters 1-2)**

This lesson provides context for the letters and stories that are told in *Adventurers Against Their Will*. The lesson focuses on the rise of the Nazi Party and the impact of Hitler's expansionist goals on Europe. The lesson begins by asking students to reflect on what they have read in the first two chapters. Then, students work in small groups to create a timeline of events. Following small-group presentations of key events, students reflect on what they have learned.

### **Learning Objectives**

Students will learn about the context in which the Holocaust took place, with a focus on the progression of events in Nazi Germany. Students will also consider the broader implications, including other genocides, as well as the smaller ways in which people perpetuate stereotypes or prejudices, discriminate

against other groups, or are discriminated against. The lesson engages students in critical thinking to analyze the causes and effects of Hitler's rise to power.

Students will be able to:

- Identify ways that the rights of Jews and other groups were restricted in Germany and German-controlled territories in the 1930s and 1940s.
- Discuss factors contributing to the persecution of Jews and other groups in Germany.
- Discuss events leading up to the Holocaust.
- Identify countries and areas directly affected by Germany's expansionist policies.

### **Florida Social Studies Standards:**

SS.912.W.1.1: Utilize historical inquiry skills and analytical processes. Use timelines to establish cause-and-effect relationships of historical events.

SS.912.A.6.8/SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

SS.912.G4.9: Use political maps to describe the change in boundaries and governments within continents over time.

### **Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### **National Council for the Social Studies (NCSS) Standards:**

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

### **Lesson 3: Adventurers (Chapters 3-4)**

This lesson focuses on the theme of “adventurers.” This theme is introduced in the title of the reading and returned to several times throughout the book. Students explore the meaning of adventure and what it means to be “adventurers against one’s will.” This theme acts as a prism to explore what it means to be an “adventurer” who remains behind. The class explores the reasons that persecuted people cannot “just leave” including personal reasons (e.g., lack of resources) and government policies (of both the country where people are living and countries that do not allow them in). Discussion will focus on the experiences of the people in the book as well as other historical examples.

#### Learning Objectives

Students will consider some of the reasons that persecuted people cannot simply leave. The discussion will include laws that prevented people from leaving Nazi Germany as well as obstacles to refugees in other places in history and today.

Students will be able to:

- Describe what it means to be an “adventurer against one’s will”.
- Identify ways that laws prohibited people from leaving Germany and German-controlled territories in the 1930s and 1940s.
- Discuss factors contributing to the plight of refugees and would-be refugees.

**Florida Social Studies Standards:**

SS.912.W.1.1: Utilize historical inquiry skills and analytical processes. Use timelines to establish cause-and-effect relationships of historical events.

SS.912.A.6.8/SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.10.6: Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### **National Council for the Social Studies (NCSS) Standards:**

D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

## **Lesson 4: Refugees (Chapters 5-6)**

This lesson continues discussion of refugees by focusing on those who flee their country. Students use the experiences of the letter writers in *Adventurers Against Their Will* and refugees in more recent history to explore the varied reasons that people are forced to leave their country and what happens to them when they do so.

### **Objectives**

Students will consider what happens to people who are forced to flee their homeland. The discussion will focus on the experiences of Jews and other refugees during World War II, as well as more recent history.

Students will be able to:

- Discuss how Jews and other refugees escaped from Germany and German-controlled territories in the 1930s and 1940s.
- Discuss the Jewish diaspora before, during, and after World War II.
- Analyze factors that force people to flee their homeland.
- Assess the plight of refugees in history and today.
- Compare how refugees fared in the past to their situation today.

### **Florida Social Studies Standards:**

SS.912.W.1.1: Utilize historical inquiry skills and analytical processes. Use timelines to establish cause-and-effect relationships of historical events.

SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.8/SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.10.6: Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

### **Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### **National Council for the Social Studies (NCSS) Standards:**

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

## **Lesson 5: Resistance and Costs (Chapters 7-8)**

This lesson focuses on the many ways, large and small, in which people resist—or attempt to resist—oppression and persecution. The lesson begins with a discussion of what resistance means and the many forms it may take. Students look at the resistance of Jews and others during the Holocaust, as well as other examples from history. The lesson ends with a look at Malala Yousafzai, who co-won the Nobel Peace Prize for her willingness to stand up to the Taliban in Pakistan. Two video clips are offered to provide background about Malala; teachers may choose the video that best fits the time available (the first video is 6 minutes; the second is 11).

### **Learning Objectives**

Students will learn about the forms resistance can take, from taking up arms to simply continuing to survive. Students consider the risks involved in resisting a powerful entity (such as Nazi Germany) and the moral dilemmas that result from the threat that resistance entails for oneself, one's family, and the broader community. The discussion will focus on the resistance activities of the letter writers in *Adventurers Against Their Will*, others during the Holocaust, and other examples throughout history.

Students will be able to:

- Analyze the moral dilemma involved in resistance.
- Describe the various forms resistance can take.
- Provide examples of resistance during the Holocaust and at other times in history.
- Analyze the reasons for and benefits of resistance, particularly forms that do not involve direct confrontation.
- Assess how U.S. history may impact Americans' perspective on people's role in governance and resistance.
- Relate the story of Malala Yousafzai, the co-winner of the 2014 Nobel Peace Prize, in order to transfer new understandings of resistance to a modern example.

### **Florida Social Studies Standards:**

SS.912.W.1.3: Utilize historical inquiry skills and analytical processes. Interpret and evaluate primary and secondary sources.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.A.6.8/SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.2.10: Identify both rights and responsibilities the individual has to the group.



SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

**Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**National Council for the Social Studies (NCSS) Standards:**

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

## **Lesson 6: Human Rights (Chapter 9 and Back Matter)**

This lesson begins with a review of the lessons learned, as presented by the author in Chapter 10 of *Adventurers Against Their Will*. The approach of the book—making use of letters to explore a historic event—is used to reflect on the advantages and disadvantages of using primary sources to understand history.

The lesson also focuses attention on human rights. Students are broken into small groups to discuss and develop ideas about civil and human rights. Responses are used to center attention on the difference between civil and human rights and guide students to recognize that human rights are universal. The Universal Declaration of Human Rights provides background for discussion about how human rights were violated during the Holocaust, people whose rights are being violated today or are at greatest risk of having rights violated, and the challenges of organizations and individuals to protect fundamental human rights.

### **Learning Objectives**

Students will consider human rights and measures that have been put in place to protect human rights of people worldwide, as well as the challenges of protecting these rights when threatened by a government or a group in power.

Students will be able to:

- Review factors or trends that may have contributed to the inability of people to predict the Holocaust.
- Analyze the advantages and disadvantages of primary source materials such as letters in historical inquiry.
- Compare and contrast civil and human rights and the relationship between them.
- Analyze human-rights violations perpetrated before and during the Holocaust
- Assess the challenges involved in protecting human rights, rights violated throughout history, and rights most at risk today.
- Describe the factors that force people to flee their homeland.
- Discuss the plight of refugees in history and today.

**Florida Social Studies Standards:**

SS.912.W.1.1: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.A.6.8/SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.7.11: Describe the effects of World War II.

SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.P.10.1: Define culture and diversity.

SS.912.P.10.3: Discuss the relationship between culture and conceptions of self and identify.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.W.9.3: Explain cultural, historical, and economic factors and government policies that created the opportunities for ethnic cleansing or genocide.

**Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA-RH.11-12.1: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**National Council for the Social Studies (NCSS) Standards:**

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

## **Lesson 7: Performance Task**

This performance task asks students to analyze information from multiple texts, including *Adventurers Against Their Will*, and videos. Students will select an issue or event (as it relates to persecution of human rights and/or displaced persons) from recent years for presentation. It is preferred that students choose an event other than the Holocaust to write about, but if the unit is part of the study of World War II, teachers can also assign students all or parts of the Holocaust as the research topic.

Students will write an expository essay and create an accompanying “remembrance poster” honoring the victims of the persecution or pogrom the student has selected. Students will then present their posters to the rest of the class. Following the presentation of the posters, the class will participate in a reflection exercise to reinforce the lessons learned and why it is important to remember the victims of the Holocaust and other pogroms of persecution, as well as the importance of understanding and protecting civil and human rights. Students should be asked to consider the global responsibilities that nations and individuals share with respect to existing population of displaced persons.

### **Learning Objectives**

Students will choose an event in which one group has persecuted another. They will then read and reflect on several texts related to the chosen event to select quotations and details that illustrate what happened and remember and honor those who lost their lives.

Students will be able to:

- Analyze multiple texts and multimedia presentations on a topic.
- Analyze a particular situation in which human rights have been violated.
- Discuss the plight of displaced persons.
- Reflect on what they learned from *Adventurers Against Their Will* and the other materials they have read.

### **Florida Social Studies Standards:**

SS.912.W.1.1: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.W.9.3: Explain cultural, historical, and economic factors and government policies that created the opportunities for ethnic cleansing or genocide.

### **Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA-RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

ELA-RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

**National Council for the Social Studies (NCSS) Standards:**

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Prepared by APass Educational Group [www.apasseducation.com/](http://www.apasseducation.com/)

On behalf of Author Joanie Schirm, *Adventurers Against Their Will*  
[www.joanieschirm.com](http://www.joanieschirm.com) [jschirm@cfl.rr.com](mailto:jschirm@cfl.rr.com) Orlando, FL