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Human Rights Violations In WWII

Dan Kauble

The University of Northern Iowa

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Human Rights Violations in World War Two.

By Dan Kauble, The University of Northern Iowa.

Grade Level (Req.): 9th-10th	Content Area (Req.): American History, European History.	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • Click here to enter text. • Click here to enter text. 		
Time Frame (Req.): Half a period to present the project, two days for research, one day for putting together the presentation, and one day for presentations (for a grand total of 3½ days).	Goal (Req.): Students will develop stronger research skills and come away from the project with a better understanding of fundamental human rights, the lesser-known atrocities of the war, and the multiple theaters of the conflict.	
	Objective (Req.): By breaking into five groups representing one of five nations (US, USSR, UK, Japan, or Germany) who fought in World War II, researching two events in which their nation violated one of the human rights listed in the Universal Declaration of Human Rights, and then presenting their findings to their classmates with maps and photos, students will not only learn about human rights and WWII but also come away with a greater understanding of the geography of the conflict.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Five lists of the rights featured on the Universal Declaration of Human Rights. • Each group will receive a handout detailing information about each country and requirements for the presentation. • Each group will require access to a computer lab and school library, which can be arranged for a class period. • Click here to enter text. • • Click here to enter text. • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Aside from those committed by the Nazis, can you name any human rights violations committed by the other nations in World War II? Furthermore, how familiar are you with the geography of the conflict?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Spend half a class period presenting the project to the class, either at the end of another lecture or at the beginning of the first day for research, and then students will be broken into random country groups. 2. Research will begin after groups are assigned, with students breaking into groups to brainstorm before going to the library and using books and computers to dig up information. 3. After two days of research in the library and at computers, groups will begin to compile their information into a PowerPoint (which they will do for a full day). 		

4. A day will then be spent with group presentations.
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Formative Evaluation (Req.): The participation of each group member in both the research process and the group presentation.

Assessment (Req.): The content of the group presentation.

Iowa Core Curriculum Standards Used (Req.):

- SS.9-12.H.8—Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
- SS.9-12.PSCL.7—Understand how various political systems throughout the world define the rights and responsibilities of the individual.
- SS.9-12.G.1—Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

- CCSS.ELA-LITERACY.RH.9-10.1—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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NGS Standards Used (Req.):

- Standard 1—How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- Standard 13—How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
- Standard 17—How to apply geography to interpret the past.

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Five Themes of Geography Used (Req.):

- Location
- Place
- Region
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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Human Rights Violations in World War II: Group Information

Instructions:

- Use the Universal Declaration of Human Rights and the information about your country contained on this sheet as the starting point for your research on the atrocities it committed during World War II; furthermore, use the requirements contained on this handout to construct your class presentation.
- Using books from the school or public library and reputable online resources, describe two instances in which the forces of a country violated one of the rights contained in the Universal Declaration of Human Rights; each of the instances described must be backed by three sources, one of which must be a primary source and the remainder secondary (thus, each presentation will stem from at least six sources).
- Note: The instances listed below are not the only examples of human rights violations that occurred during the war. Rather, they are suggestions. If a group wishes to cover another event, the instructor must approve it.

Groups

- Group 1—Japan:
 - Suggested instances of human rights violations: Treatment of American POWs and the Nanking Massacre.
- Group 2—Germany:
 - Suggested instances of human rights violations: The Shoah and treatment of Allied POWs.
- Group 3—USA:
 - Suggested instances of human rights violations: Internment of Japanese citizens and the fire bombings of Japanese cities.
- Group 4—Britain:
 - Suggested instance of human rights violations: The bombings of Hamburg and Dresden.
- Group 5—Russia:
 - Suggested instance of human rights violations: Soviet invasion of Germany/Berlin and the Siege of Budapest.

Presentation Requirements

- Describe which principles were violated.
- Each source must be named during the presentation as well as listed in a bibliography that will be turned in.
- Have a PowerPoint including at least 3 photos and one map related to the topic (all cited at the bottom of the slide they are contained on).
- Presentations will be eight to ten minutes.