

# Kansas Standards Applicable to Holocaust Studies

## **Civics-Government**

Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

- Indicator 1. Compares various political systems/economic systems with that of the republican government of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture. (12)

Indicator 6. Describes the purpose and functions of multi-national organizations (e.g., NATO, International Court of Justice, International Red Cross, Amnesty International, United Nations.) (12)

## **Geography**

Benchmark 1: Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Benchmark 2: Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.

## **United States History**

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments and turning points in the era of the Great Depression through WWII in United States history (1930-1945).

- ◆ Indicator 6. Evaluates how Hitler's "Final Solution" evolved and the Allies' response to the Holocaust (e.g., demoralized Germany, economic reasons, religious reasons, Hitler's youth movement, *Mein Kampf*, state controlled education, police propaganda, groups targeted, belief in the Aryan race, response of containment by the Allies.) (11)

## **World History**

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Era of Global Wars (1914-1945).

Indicator 3. Describes the origins, course, and consequences of WWII (e.g., failure of the League of Nations, reaction against the Versailles Treaty, failure of appeasement, Japanese imperialism, military technology, belligerent's strategy, nuclear age, Cold War,

- Standard indicator recommended for state assessment
- ◆ Standard indicator recommended for local assessment

emergence of superpowers, regional security alliances, United Nations.) [See US History 11<sup>th</sup> Grade Benchmark 5] (11)

Benchmark 8: The student engages in historical thinking skills.

- ◆ Indicator 1. Analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change. (11)
- ◆ Indicator 2. Develops and implements effective research strategies for investigating a given historical topic. (11)
- ◆ Indicator 3. Examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations. (11)
- ◆ Indicator 4. Compares competing historical narratives by contrasting different historians' choices of questions, uses and choices of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. (11)

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## Language Arts

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: the proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

By the end of 8<sup>th</sup> grade

- Indicator 1. Make inferences from the text
- ◆ Indicator 6. Summarize the text
- ◆ Indicator 8. Identify the author's point of view
- ◆ Indicator 11. Compare and contrast ideas and concepts from multiple sources

By the end of 11<sup>th</sup> grade

- Indicator 2. Differentiate between fact and opinion in a passage of text (11)
- Indicator 3. Identify author's point of view or bias (11)
- ◆ Indicator 6. Summarize the text (11)
- ◆ Indicator 10. Synthesize important ideas from multiple sources (11)

Benchmark 5: The proficient reader draws conclusions supported by the text. (11)

By the end of 8<sup>th</sup> grade

- Indicator 3. Locate evidence that supports conclusions drawn from a single text

By the end of 11<sup>th</sup> grade

- Indicator 1. Compare and contrast themes in different texts
- Indicator 2. Locate evidence from several texts to support a conclusion
- ◆ Indicator 3. Evaluate conclusions by linking prior knowledge to context of text

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: the proficient reader demonstrates knowledge of the effects of cultures on literature.

By the end of 11<sup>th</sup> grade

- ◆ Indicator 2. Explain the impact of cultural stereotypes on literature.

Benchmark 3: The proficient reader demonstrated knowledge of the effects of time periods on literature.

By the end of 8<sup>th</sup> grade

- ◆ Indicator 1. Connect main events in the literature to historical context

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