



**The Pursuit of Racial Peace and Reconciliation:  
Comparing and Contrasting the Lessons of  
Post-Holocaust Germany and Post-Apartheid South Africa**

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This Curriculum Unit is recommended for:

American History II: 12th Grade

World History: 9th Grade

**Keywords:** peace                      Germany                      the Holocaust  
reconciliation                      South Africa                      apartheid  
racial harmony                      the American South                      slavery and segregation

**Teaching Standards:** See [Appendix 1](#) and [Appendix 2](#) for teaching standards addressed in this Curriculum Unit.

**Synopsis:** Bryan Stevenson, the esteemed civil rights attorney and founder of the Equal Justice Initiative, said in an NPR interview in early 2020, “There are countries that have engaged in a national effort of truth-telling. We saw that in South Africa after the collapse of apartheid. The truth and reconciliation process there was very powerful. The victims of apartheid had an opportunity to tell their stories. The perpetrators were also required to speak about their role. It was an important process. And when I went to South Africa, I noticed in Johannesburg that they have an apartheid museum, that they have places that make sure that people do not forget the injustice created by apartheid. Outside the constitutional court in Johannesburg, there are symbols and monuments and memorials that talk about the wrongfulness of apartheid.” As the United States continues to grapple with the complexities and necessities of racial harmony and peace, we can take a look at countries like Germany and South Africa who have addressed issues of bigotry and hatred with a more head-on approach. Despite our nation abolishing slavery over 155 years ago, and dismantling Jim Crow laws and segregation over 55 years ago, we are sometimes farther away from societal unity than we should be, due not only to partisan bickering, but more so, the lack of reckoning needed for real progress to be made. If we do not engage the past, we will never move forward into the future. As Mr. Stevenson argues, we can learn lessons from countries who have learned these tough truths, while not sacrificing who they are.

*I plan to teach this unit during the coming year to **between 175-200** students in **American History II (12th Grade) and World History (9th Grade)**.*

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## **Introduction: Rationale, School/Student Demographics and Unit Goals**

### **Rationale**

Bryan Stevenson, the esteemed civil rights attorney and founder of the Equal Justice Initiative, said in an NPR interview in early 2020, “There are countries that have engaged in a national effort of truth-telling. We saw that in South Africa after the collapse of apartheid. The truth and reconciliation process there was very powerful. The victims of apartheid had an opportunity to tell their stories. The perpetrators were also required to speak about their role. It was an important process. And when I went to South Africa, I noticed in Johannesburg that they have an apartheid museum, that they have places that make sure that people do not forget the injustice created by apartheid. Outside the constitutional court in Johannesburg, there are symbols and monuments and memorials that talk about the wrongfulness of apartheid.”<sup>1</sup>

As the United States continues to grapple with the complexities and necessities of racial harmony and peace, we can take a look at countries like Germany and South Africa who have addressed issues of bigotry and hatred with a more head-on approach. Despite our nation abolishing slavery over 155 years ago, and dismantling Jim Crow laws and segregation over 55 years ago, we are sometimes farther away from societal unity than we should be, due not only to partisan bickering, but more so, the lack of reckoning needed for real progress to be made. If we do not engage the past, we will never move forward into the future. As Mr. Stevenson argues, we can learn lessons from countries who have learned these tough truths, while not sacrificing who they are.

### **School/Student Demographics**

David W. Butler High School is one of the thirty-two high schools within the CharlotteMecklenburg School System, but the only one located within the town limits of Matthews. Opened in 1997, Butler High School was named in honor of David Watkins Butler, an outstanding mathematics teacher at West Charlotte High School who tragically lost his life in a house fire while attempting to save his family. During the 2011-12 school year, Butler High School was designated as a "School of Distinction with High Growth" and one of only seventy-two schools in Charlotte-Mecklenburg Schools to meet all the AMO targets. The school also met twenty out of the twenty goals for the 2011-12 academic year fulfilling all the federal guidelines for the No Child Left Behind Act. From 2014-2016, David W. Butler High School was recognized by U.S. News and World Report as the #1 high school in CMS and the 5th highest rating in North Carolina. The graduation rate was at 91.6% in 2014-15, 92.7% in

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<sup>1</sup> Klein, Ezra: “Bryan Stevenson on how America can heal: A conversation about truth and reconciliation in the US.”

<https://www.vox.com/21327742/bryan-stevenson-the-ezra-klein-show-america-slavery-healing-racism-george-floyd-protests>. Copyright 2020.

2015-16, and 93.1% in 2016-17, reflecting a 1.5% growth in the last 2 calendar years, and 3.5% higher than the graduation rate among all Charlotte-Mecklenburg Schools.<sup>2</sup>

Out of the current student enrollment of 2133 at David W. Butler High School, the racial/ethnic breakdown is, as follows: 37% white, 30% African-American, 22% Hispanic and 5% Asian, with 51% of the student population male and 49% female. 10% of students are assisted through the Exceptional Children (EC) department, 7% are assisted through the English as a Second Language (ESL) department by being classified as having limited English proficiency (LEP), and 8% of students meet the requirements to be classified as academically gifted (AIG). Twenty-five students at Butler High School are also federally classified as McKinney Vento, meaning that they currently do not possess a residence and are homeless. Of those numbers, 43% and rising, subscribe to free/reduced lunch requirements, due to economic hardships and disadvantages, and are classified by Charlotte-Mecklenburg Schools as economically-disadvantaged.<sup>3</sup>

### **Unit Goals**

As a result of these actions, quickly after the abolition of the apartheid system, the nation of South Africa was able to move forward on its journey towards internal peace, by acknowledging and reckoning with the past. While many racial issues have not been addressed and periodically arise, the nation has not grappled with episodes of racial violence, as often as for example as the United States of America, even though the legacy of apartheid is less than a generation in the past. Thus, the economy of South Africa has been able to expand trading relationships, with other African counterparts, and international partnerships with Germany, the United States, China, Japan, the United Kingdom and Spain. In August 2013, due to its economic potential, South Africa was ranked as the top “African Country of the Future”. These types of accolades, related to a healthy labor environment and an effective framework of infrastructure is not possible without all of the steps taken to move the nation forward from its darkest days of racial bigotry and strife. Racial peace can only be achieved through direct actions of initiative, and the nation of South Africa has taken measures to aim for that end goal. Those of us in the United States, in the wake of 2020’s summer of racial strife, in the wake of the brutal murder of George Floyd, can learn a lesson or two, from our counterparts on the African continent, if we want to truly and effectively repair the damages of slavery, segregation and lynching.<sup>4</sup>

### **Content Research**

In South Africa, the institution of apartheid (an Afrikaans’ term, meaning “separateness” or “the state of being apart”), created a system of racial segregation that lasted “officially” from

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<sup>2</sup> David W. Butler High School (Charlotte-Mecklenburg Schools).  
<https://schools.cms.k12.nc.us/butlerHS/Pages/Default.aspx>.

<sup>3</sup> Ibid.

<sup>4</sup> Diakite, Zakaria. “What’s New: Top 10 African countries of the future 2013/2014”.  
<https://infomineo.com/whats-new-top-10-african-countries-of-the-future-20132014>.  
Copyright 2013.

1948 until its abolition in the early 1990s. As with segregational practices in the American South under Jim Crow laws, apartheid was an authoritarian political, social and economic culture. In it, the nation's minority white population, driven often by white supremacist ideals, dominated over the nation's majority black, immigrant and indigenous populace. No matter the scenario, white citizens, even those newly-arrived from European countries, always were given the highest status in society, with black Africans at the bottom of the social stratification, with no potential to rise above their societal rungs.<sup>5</sup>

As part of the societal apparatus to divide the populace, the South African parliament during the times of apartheid passed multiple measures to separate their citizens by race. Among those being the Prohibition of Mixed Marriages Act of 1949, which prohibited interracial marriages between the dominant white culture and any of the subservient inferior race, and the Immorality Amendment of 1950, which prohibited any "unlawful racial intercourse" and/or "any immoral or indecent act" between the majority race and its inferior counterparts. As part of these provisions, black Africans were considered to be vilely incapable of running businesses and professional practices in areas designated to be of "white South Africa", unless through specified permits by whites, which was highly unlikely. Instead, they were relegated to the "black homelands". Infrastructure was segregated as well, as schools, trains, hospitals, ambulances etc. were divided by race. As a result, the white segments of those infrastructural components were highly superior, due to an increased economic input into them, but also a smaller segment of the population to cater to. Residential areas were also divided by race, with the only possibility of black Africans living in white areas, were if they were the servants of a white family. And if black Africans visited white areas, they faced the potential of being rounded up by police officers, who often patrolled diligently, looking for those without passes.<sup>6</sup>

As a result of these practices of inequality and the subsequent actions of brutality associated, significant domestic and international opposition to apartheid arose. At multiple junctures, the United Nations sanctioned the South African government for its continued use of segregational practices. Finally after decades of negotiations and even militant uprisings, the South African parliament began to discuss the end of apartheid-based segregation and the establishment of a majority rule political structure, with the African National Congress (ANC), the leading organization for societal change. In 1990, one of the preeminent figures of ANC, Nelson Mandela, along with others, were released from Robben Prison after several decades of imprisonment, for speaking out against the injustices of apartheid. On June 17th, 1991, all legislation concerning apartheid in South Africa was repealed, with the intentions to provide universal suffrage, or voting rights, by April 1994.<sup>7</sup>

On April 27th, 1994, South Africa held its first universal suffrage election, with as many as 20 million South Africans voting, the majority of them casting a vote, for the very first time.

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<sup>5</sup> Gibson, Dr. James L. "Truth, Justice and Reconciliation: Judging the Fairness of Amnesty in South Africa". <https://www.jstor.org/stable/3088398>. Washington University in Saint Louis. Copyright 2002.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

Despite difficulties of providing adequate polling stations to many rural areas, most international observers were impressed by freedom and fairness of the electoral process, along with the overwhelming patience of those waiting for hours in queue to vote. As expected, the African National Congress (ANC) won the overwhelming majority of ballots cast, allowing it the ability to form the new South African parliament, along with choosing the country's new president. On May 10th, 1994, Nelson Mandela, the formerly-jailed dissident, was sworn in, ushering a new era of South African history.<sup>8</sup>

However, despite the end of apartheid and all of its corresponding legislation, did that ensure racial harmony and peace among the various people groups of South Africa? Obviously, in an idealistic world of infallible individuals, that could be a possibility. But clearly, the world is not made in such a way, so instead of expecting time to organically heal all wounds, the new South African government took a proactive approach, in the attempts to create societal unity. Spearheaded by President Nelson Mandela, who emphasized personal forgiveness and reconciliation, black South Africans were encouraged to support the national rugby team, the Springboks, when South Africa hosted the 1995 Rugby World Cup. The black majority had previously shown great hatred towards the national rugby, as a symbol of colonialism and apartheid, but Mandela was often quoted as saying that, "courageous people do not fear forgiving, for the sake of peace". He developed a personal relationship with the white Afrikaner captain, Francois Pienaar, and wore a Springbok jersey during the World Cup Final. Many around South Africa saw these actions as major steps of reconciliation between white and black South Africans, and former President F.W. deKlerk commented that, "Mandela (had) won the hearts of millions of white rugby fans".<sup>9</sup>

To continue his efforts of racial reconciliation, peace and harmony, President Nelson Mandela also created the Truth and Reconciliation Commission (TRC). It was an organization created to provide for restorative justice for the various races of South Africa, after the era of apartheid. It provided a forum for those individuals, who had been victimized by gross violations of human rights, to speak of their experiences, publicly if desired. It also provided those who carried out those human rights violations to appear publicly, and provide rationale for why they were worthy of amnesty from civil and criminal prosecution. Many in South Africa, and internationally, saw these private and public hearings as crucial elements in creating the frameworks for the nation to transition to full and free democratic society.<sup>10</sup>

The effectiveness of the Truth and Reconciliation Commission (TRC), created by the Promotion of National Unity and Reconciliation Act of 1995, was that it was able to offer reparation and rehabilitation to the victims. It was also able to provide justice to the perpetrators, without creating a mentality of bitterness. Granted, no system of justice is perfect, but the TRC's efforts

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<sup>8</sup> Ibid.

<sup>9</sup> Lind, Jennifer. "Memory, Apology and International Reconciliation". The Asia-Pacific Journal. <https://apjjf.org/-Jennifer-Lind/2957/article.html>. Copyright 2008.

<sup>10</sup> Ibid.

did what few expected in a post-apartheid world: a forum for victims' hurts to be addressed and the vileness of perpetrators' to be held accountable.<sup>11</sup>

In Germany, "vergangenheitsbewältigung" is the term that government officials have used to describe their mission, since the conclusion of World War II. In fact, it has become embedded into their country's DNA. The term literally means "to overcome the past". As a whole, Germany is often universally praised as a nation, for how it has faced and taken responsibility for the dark periods of its history, especially in regards to its acknowledgement of its atrocities in the Holocaust towards the Jewish people and so many more.<sup>12</sup>

Most external observers point to the attention and money, Germany has dedicated to the memory of the Holocaust. They often point to the world-renown scene from 1970, when (West) German Chancellor Willy Brandt fell to his knees in a dramatic apology at the Jewish ghetto in Warsaw, Poland, or to the more than \$80 billion in reparations, Germany has chosen to be paid to Holocaust survivors and to the nation-state of Israel. They also highlight the more than 36 memorials and museums in the German capital of Berlin alone, that have been dedicated to effectively remembering the atrocities of World War II, as well as, the central place that period has in German history books and within curriculum taught in public and private school settings.<sup>13</sup>

For Germany, the road to economic prosperity began with reestablishing broken trust. Germany realized that if it were to seamlessly rejoin the international community, it could not run from its crimes, but rather had to confront them. But true reconciliation and compassionate atonement were not immediately embraced by the German government. At the end of the war, a form of "collective trauma", initially fell upon the German citizenry. What people see today as Germany's success in coping with its past, really started in the late 1950s and took hold in the 1960s, not immediately after the conclusion of World War II in 1945. The preeminent event was the Frankfurt Auschwitz trials that took place from 1963 to 1965. Why these were significant was because these were the first major war crime cases against the former Nazi Party, that was pursued not by the victorious Allied Powers, but by the German judicial system. As a result, people who had served at the concentration camps were brought to justice, in a clear popular rebuke by their peers. But even then, many Germans continued to cast blame on the destroyed Third Reich, as if that were somehow separate from the historical legacy of Germany.<sup>14</sup>

In 1951, Konrad Adenauer, the first postwar Chancellor of West Germany, began to negotiate directly with the Prime Minister of Israel, David Ben-Gurion, for an agreement of reparations. In addressing the Reichstag (Germany's parliament), Chancellor Adenauer said Germany had a debt

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<sup>11</sup> Peacebuilding Initiative. "Reconciliation: Reconciliation & Peacebuilding Processes". <http://www.peacebuildinginitiative.org/indexf0e2.html?pageId=1975>. Copyright 2008.

<sup>12</sup> Wikipedia Editors. "Vergangenheitsbewältigung". <https://en.wikipedia.org/wiki/Vergangenheitsbew%C3%A4ltigung>. Copyright 2021.

<sup>13</sup> Wagner, Patrick. "Restoration or retribution: South African and German experiences of dealing with the past". <https://www.grin.com/document/18946>. Bachelor of History Thesis. Copyright 2003.

<sup>14</sup> Ibid.



to pay and needed to make amends, stating that, “unspeakable crimes have been committed in the name of the German people, calling for moral and material indemnity.”<sup>15</sup>

Almost immediately, Chancellor Adenauer faced resistance and skepticism. There was concern about Germany's ability to pay such large sums, immediately after a devastating defeat in a prolonged conflict, as well as, how any form of agreement with Israel would damage any potential relationship with the Arab-Muslim world. But Adenauer pressed on, driven morally by his own Christian guilt, as well as, the need for authentic reconciliation. He also believed, pragmatically, that West Germany would never be respected again, unless it took such effective actions, knowing that both NATO and the United States also desired progress.<sup>16</sup>

As the negotiations began between West Germany and Israel, an underlying level of awkwardness existed between the two nation-states. For its part, Israel chose not to authorize its passports, for Israelis to visit Germany. Even today, many Jews refuse to step on German soil or conduct professional business with Germans. In the Israeli city of Tel Aviv, there were huge demonstrations that showed a deeply-divided Israel. Both sides dug in and wielded moral arguments, with the hopes of an agreement, without feeling like they severely-compromised.<sup>17</sup>

On September 10, 1952, a reparations agreement between the nation-states of West Germany and Israel was agreed upon and signed. Under this pact, West Germany was to pay Israel for integrating Holocaust survivors into its society, as well as, furthering German legislation domestically, for the compensation and restitution to individual Jews living within Germany. When it was signed, there were no handshakes or smiling faces, in the wake of having to agree upon this agreement, on the back of such despicable atrocities. In 1953, the first reparations payments to the Israeli state began in 1953 and the program lasted for twelve years in length. Individual payments are still in place today. By the end of 2008, Germany had provided over 66 billion Euros of compensation, with the majority going to Israel. To some Israelis, they saw the agreement as accepting “blood money”, but most have approved of the transactions for the introduction of German money, goods and infrastructure, as having tremendously helped to build up and stabilize the economy of Israel.<sup>18</sup>

### **Instructional Implementation: Teaching Strategies, Classroom Lessons/Activities and Assessments**

This Curriculum Unit will be broken down to consist of seven days of instruction, followed by the formal assessment for this unit on the eighth day. Arguably, it could be compressed into a shorter time frame, but to provide students enough depth, as well as a thorough review, it is vital to follow the designated pacing suggested. It is suggested that the instructor assign an overarching homework assignment, such as a unit qualifier, that would be due on the date of the

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<sup>15</sup> Reinzi, Greg. “Other Nations Could Learn From Germany’s Efforts To Reconcile After WWII”. John Hopkins Magazine.

<https://hub.jhu.edu/magazine/2015/summer/germany-japan-reconciliation/>. Copyright 2015.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

formal assessment, as it will provide adequate practice for students as they learn the content throughout the duration of the Curriculum Unit.

The initial day of the Curriculum Unit will focus on introducing students to the components and terminology related to racial peace, harmony and reconciliation. Through an Enhanced Direct Instruction, the instructor will examine each of these terms, along with other relevant corresponding vocabulary. Students will then group off into pairs and/or trios, and complete a shared activity, creating flashcards and study tools about the various terms and vocabulary, associated with building racial peace, harmony and reconciliation. It is advisable to end the class session with a 3-2-1 exit ticket on peace terminology, in which students submit their exit tickets as they are leaving class, with three things they learned about racial peace, two questions they still have about racial harmony, and one prominent theme about racial reconciliation.<sup>19</sup>

On day two of the Curriculum Unit, the instructor will explore the causes of apartheid in South Africa, including an overview of its effects. Ideally, the most effective approach to begin this lesson is through an Enhanced Direct Instruction, to which one may be able to explain all of the complexities of apartheid and its effects on the people of South Africa. Attached is an effective Google Slides presentation of the context around South African apartheid: [https://docs.google.com/presentation/d/1wfFlgUhm\\_Xj0DhHkWZRRTT31tNgVO1s\\_/edit?usp=sharing&ouid=109324334029832248389&rtpof=true&sd=true](https://docs.google.com/presentation/d/1wfFlgUhm_Xj0DhHkWZRRTT31tNgVO1s_/edit?usp=sharing&ouid=109324334029832248389&rtpof=true&sd=true). After the Enhanced Direct Instruction, students should complete an activity in the NewGen PeaceBuilders Experience Activity Guide, in sync with any of the corresponding handouts. Instructors have the academic discretion to choose which activity and handouts, they believe corresponds well with the understanding of apartheid in South Africa, for the personalized needs of their students and their respective differentiations and accommodations. However, a recommendation that would apply well to this particular content (inside the NewGen PeaceBuilders Experience Activity Guide) would be “*The Violence/Peace Wall*”, listed under “Examples of Harm and Healing”, that instructors can correspondingly adapt to how South Africa was able to overcome the atrocities of apartheid.

On day three of the Curriculum Unit, the class session will focus on Nelson Mandela and the Truth and Reconciliation Commission in South Africa. As is suggested, the instructor should use an Enhanced Direct Instruction to do a deep-dive into the life of Nelson Mandela, including the causes of why he was incarcerated, the effects of his incarceration and his subsequent release after twenty-seven years of captivity. This will be followed up by an analysis into Mandela’s victory as the first president of the post-apartheid South Africa, and his desire to form the Truth and Reconciliation Commission, to explore the need to acknowledge the atrocities of apartheid, while subsequently, preventing vigilante justice and retribution. It is recommended to use clips and extended scenes from the 2009 Clint Eastwood film, “Invictus”, starring Morgan Freeman as President Nelson Mandela and Matt Damon as Springboks captain Francois Pienaar, in which

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<sup>19</sup> Office of the High Commissioner: United Nations Human Rights.

<https://www.ohchr.org/en/newsevents/pages/panelontoleranceandreconciliation.aspx> and <https://www.ohchr.org/EN/pages/home.aspx>. Copyright 2011.



Mandela and Pienaar form a close relationship, propelling South Africa to a shocking victory in the 1995 World Cup. As with the relationship between a black South African and a white Afrikaaner, the animosity between the two groups was briefly mitigated. To close the class session, students will free-write on Nelson Mandela's incarceration and how despite it, he was able to come out, not seeking retribution, but reconciliation, and how if they were in the same situations, if they could do the same towards others.

On day four of the Curriculum Unit, students will explore the Holocaust in Germany, being provided an over-encompassing overview of its causes and effects. The instructor should use an Enhanced Direct Instruction. Attached is an effective Google Slides presentation to guide the instruction:

<https://docs.google.com/presentation/d/1hMCaMExPO7jDo-R0kiA6A176e39-k6GF/edit?usp=sharing&ouid=109324334029832248389&rtpof=true&sd=true>. After the completion of the Enhanced Direct Instruction, students will engage in whole class discussion, on similarities and differences between the rise of the Holocaust in Germany with the rise of apartheid in South Africa. The instructor should use scaffolding and spiral questioning to connect student answers and responses, to spur further discussion and thought. To close the session, students will complete a 3-2-1 exit ticket, highlighting three things they learned from the Holocaust in Germany, two questions that they would ask to someone who lived during these horrific moments in time and one overarching theme connecting the entire lesson from start to finish.

On day five of the Curriculum Unit, the class will explore Germany's response to the effects of the Holocaust, post-World War II. To begin, an examination of the Nuremberg Trials and the Frankfurt Trials should be explored through primary source documents. The instructor may choose to do a document-based question (DBQ) analysis, using multiple primary and secondary sources, and have students connect the various documents. Afterwards, the instructor will engage in group discussion of how if Germany's attempt to acknowledge their wrongdoings was effective or ineffective, and if it was effective, what lessons could the United States and other nations take from their proactive approach to truth and reconciliation. Students will need to be able to discuss the merging of bias, that clouds people's attitudes, when religion and race are meshed. Historical examples of Germany's use of memorializations and reparations will be introduced, to give students context, to spur the classroom discussion.

On day six of the Curriculum Unit, the class content will focus on comparing and contrasting Germany's response to the Holocaust with South Africa's response to apartheid. Afterwards, students will group up with those closest to them, two to three maximum, and discuss what they viewed and how they would have responded, if they were in the audience member to which the responses were directed. Next, students will complete an activity from the NewGen Peacebuilders Experience Activity Guide, including the corresponding handouts. Due to the varying differentiations and accommodations, instructors have the flexibility to choose the respective activity and handouts that they prefer for their courses and their students. However, a recommendation that would apply well to this particular content (inside the NewGen PeaceBuilders Experience Activity Guide) would be "*The Blanket Game*", listed under "Power Simulation", that instructors can correspondingly adapt to compare and contrast South Africa's attempt to overcome the atrocities of apartheid with Germany's attempt to overcome the

atrocities of the genocides of the Holocaust. It is good to end the unit, as such, in order to go full circle so that students see that both of these countries, for good or bad, have made attempts to rectify past wrongs, providing somewhat of a blueprint for the United States to learn lessons from our very-spotted past on injustices.

On the last official day of the Curriculum Unit, day seven, the instructor will begin review of topics and concepts for students, in preparation for their formal assessment on the Curriculum Unit in the following class session. In their academic student manual, various manual pages and graphic organizers will be used as a collective review of information. This will allow for choral response, as well as individualized input. For students that strive for multiple intelligence guided by visual skills, these activities are highly effective for their ability to understand and apply content. As the class session is ending, the instructor will remind students of their formal assessment in the next class session, including the submission of their overarching unit qualifier, thus they should prepare accordingly through various study skills.

Day eight of the Curriculum Unit is the formal assessment. It will feature a combination of multiple-choice, short answer and fill-in-blank questions. For honors and advanced placement students, essay questions may be added upon the instructor's discretion. Students will be expected to have adequately prepared themselves for this formal assessment, based on the previous seven days' worth of instruction. Prior to beginning the formal assessment, students will turn in their unit qualifier, which was assigned on day one of the unit and is expected to be turned in at the time of the formal assessment.

Data from this formal assessment, from score analysis to question item analysis, will be used to assess the effectiveness of this Curriculum Unit, from a Common Core perspective. If positive data affirms the effectiveness of the unit, in correspondence with data-driven instruction, then other Curriculum Units could strengthen what has been previously prepared and utilized. If negative data shows a lack of comprehension and understanding by students, then the Curriculum Unit will be adapted and altered to highlight the Curriculum Unit's strengths and remedy the Curriculum Unit's weakness for future growth and development as both an educator and a practitioner.

### **Appendix 1: Teaching Standards**

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state's classrooms by 2013) and the North Carolina Standard Course of Study for American History II (formerly United States History) and World History, this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the

required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.<sup>20</sup>

As defined by the state of North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium so please be mindful that these Essential Standards may not be existent upon your usage of this Curriculum Unit, as early as 2015-2016. Please reference [www.NCPublicSchools.org](http://www.NCPublicSchools.org) for updated information, in regards to the state's curriculum, within these specific disciplines.<sup>21</sup>

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History II ([www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/americanhistory-2.pdf](http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/americanhistory-2.pdf)) and World History (<http://www.ncpublicschools.org/docs/acre/standards/new-standards/socialstudies/world.pdf>) that would effectively correspond to the content discussed within this particular unit:

**Essential Standard (American History II) AH2.H.4:** The student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States.

**Clarifying Objective(s) AH2.H.4.1:** The student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.).

**AH2.H.4.2:** The student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).<sup>22</sup>

**Essential Standard (American History II) AH2.H.5:** The student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

**Clarifying Objective AH2.H.5.1:** The student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social

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<sup>20</sup> Social Studies Curriculum: North Carolina Department of Public Instruction.  
<https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/social-studies>. Copyright 2021.

<sup>21</sup> Ibid.

<sup>22</sup> American History II Standards: North Carolina Department of Public Instruction.  
<https://www.dpi.nc.gov/documents/files/american-history-2-unpacking-document>. Copyright 2021.

Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).<sup>23</sup>

**Essential Standard (American History II) AH2.H.6:** The student will be able to understand how and why the role of the United States in the world has changed over time.

**Clarifying Objective(s) AH2.H.6.1:** The student will be able to explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

**AH2.H.6.2:** The student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).<sup>24</sup>

**Essential Standard (American History II) AH2.H.7:** The student will be able to understand the impact of war on American politics, economics, society and culture.

**Clarifying Objective(s) AH2.H.7.1:** The student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

**AH2.H.7.2:** The student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.).

**AH2.H.7.3:** The student will be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).<sup>25</sup>

As for the connection points to the North Carolina Standard Course of Study for the stand-alone United States History course, the appropriate goals that are addressed and examined are as follows:

**Goal 10: World War II and the Beginning of the Cold War (1930s-1963).** The student will be able to analyze United States involvement in World War II and the war's influence on international affairs in following decades.

**Goal 11: Recovery, Prosperity, and Turmoil (1945-1980).** The student will be able to trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.

**Goal 12: The United States since the Vietnam War (1973-Present).** The student will be able to identify and analyze trends in domestic and foreign affairs of the United States during this time period.

### **Additional Numbered Appendices**

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<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

**Essential Standard (World History) WH.H.8:** The student will be able to analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth Century.

**Clarifying Objective(s) WH.H.8.1:** The student will be able to evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish-American War, World War I, World War II, Vietnam War, colonial wars in Africa, Persian Gulf War, etc.).

**WH.H.8.2:** The student will be able to explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9/11”, terrorism, etc.).

**WH.H.8.3:** The student will be able to analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the Twentieth Century (e.g., post-World War II, post-Cold War, 1990s globalization, New World Order, global achievements and innovations).

**WH.H.8.4:** The student will be able to analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

**WH.H.8.5:** The student will be able to explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

**WH.H.8.6:** The student will be able to explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

**WH.H.8.7:** The student will be able to explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

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