



Lessons from the Past

Activities Overview

Students communicate with European governments, explaining why the maintenance of historic sites such as Auschwitz is important in maintaining our collective memory about the effects of genocide.

Focuses for Assessment: How the Outcomes Are Grouped

The [Summative Assessment Task: Lessons from the Past](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 20-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

describe historical context

Number	Specific Outcomes <i>Students will:</i>
20-4.2a	appreciate that nations and states pursue the national interest
20-4.2g	examine ultranationalism as a cause of genocide; e.g., the Holocaust
S.2.2	develop skills of historical thinking: <ul style="list-style-type: none">summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts

support position

Number	Specific Outcomes <i>Students will:</i>
20-4.2f	identify the effects of nationalism and ultranationalism during times of conflict; e.g., examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada
S.1.1	develop skills of critical and creative thinking: <ul style="list-style-type: none">• use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position
S.2.3	develop skills of historical thinking: <ul style="list-style-type: none">• examine historical events/issues and their relationships with the present