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| **Teacher(s)** | **Ms. Robertson** | **Subject group and discipline** | **Individuals and Societies** | | |
| **Unit title** | **Holocaust and Human Behavior: Decision Making** | **MYP year** | **3** | **Unit duration (hrs)** | **50** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| Change | **Conflict**  **Power** | **Fairness & Development**  **Exploration:**  Civic responsibility and the public sphere,  security and freedom |
| **Statement of inquiry** | | |
| **Change can come as a result of individuals asserting power in times of conflict.** | | |
| **Inquiry questions** | | |
| **Factual—**What is genocide? What is dictatorship? What is democracy?  **Conceptual—** How can the actions of upstanders prevent genocide?  **Debatable—**Do individuals have the power to change the outcome of historical events? | | |
| **ATL Skills:**  In order to think critically, communicate, and investigate, students must think critically by drawing reasonable conclusions and generalizations, gathering and organizing information. The student will communicate by negotiating ideas and knowledge with peers and teachers, | | |