

BLACKLIBERATORS.NL

# Teacher's guide

DIGISCHOOL



## Black Liberators

*These lessons are intended for MYP 4 or MYP- 5 to create a connection with local history in the Netherlands, as well as the development of source interpretation skills.*

*The website and Research Question can also be used for DP-1 History SL, **paper 1 Rights and Protest: Civil Rights Movement***

**Unit title:** WWII: the liberation of Europe

4 weeks 8 lessons

**Inquiry question:** to what extent did WWII contribute to the civil rights movement in the USA?

**Key concepts:** Time, place and space The intrinsically-linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. 'Time, place and space' focuses on how we construct and use our understanding of location ("where" and "when").

**Related concepts:** causality and resources

Conceptual understanding: Using primary resources, students gain a deeper understanding of 'time, place and space', understanding where and when the historical event took place and gaining a deeper understanding of the causality.

Global Context

Personal and cultural expression

Inquiry:

A, C and D

- **A: Knowing and understanding**
  - i. use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples
- **C: Communicating**
  - i. communicate information and ideas with clarity
  - ii. organize information and ideas effectively for the task
  - iii. list sources of information in a way that follows the task instructions
- **D: Thinking critically**
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to give an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. identify different views and their implications

Purpose of this inquiry
<p>Students gain a deeper understanding of working with primary and secondary sources. The program will explore segregation in the US-army, as well as the changes made during the liberation of Europe and the Netherlands specifically.</p>

	Key concept	Global context
	Time, place, space; The black history project will enable students to work with historical sources and oral history placed in time, in order to create a story of space and place. The changes overtime thanks to the black liberators will be closely studied.	Personal and cultural expression The black liberators project will help students to do an authentic research about a local historical story. Students will develop their research skills with the help of the blackhistory.nl website.
	<b>Statement of inquiry</b>	
	The Black Liberators not only helped to liberate the Netherlands, they also impacted the civil rights movement in the USA.	
	<b>Inquiry questions</b>	
<b>Factual</b>	<ul style="list-style-type: none"> <li>How did the black liberators contribute to the liberation of the Netherlands?</li> <li>How did WWII impact the civil rights movement?</li> </ul>	
<b>Conceptual</b>	<ul style="list-style-type: none"> <li>How are our perspectives shaped by history?</li> <li>How can sources help us to look at history in a different way?</li> <li>How important is our knowledge to complete our view on WWII?</li> </ul>	
<b>Debatable</b>	<ul style="list-style-type: none"> <li>Was the memory of the black soldiers “whitewashed”?</li> <li>Is our knowledge about the liberation of the Netherlands complete or are there gaps.</li> </ul>	
Summative assessment	<b>Criterion A, C, D</b>	
<b>Description</b>	<p><b>Task:</b> your task is to produce a Google site (or any other website format familiar) in which you demonstrate knowledge and understanding of one of the topics discussed in these weeks. With the help of the sources you will produce a presentation in which you elaborate on a variety of stories about the end of WWII in Europe, or specifically in the Netherlands.</p> <p><b>Role:</b> you are a historian who is analysing different sources about the end of WWII: eyewitness stories as well as secondary sources.</p> <p>You may present your findings in a Google site. On the site you keep track of the sources you use. You discuss how the content of the source as well as the origin, and the purpose, gives it value and limitation for you as a historian.</p>	

<p><b>Criteria A and D</b></p>	<p>Make sure you keep a bibliography running of all sources used. You are also making a presentation that is effectively organized, and lists sources using the harvard referencing system .</p> <p>Your Site is structured and organized, and you have referenced your sources according to task instructions. You have used primary and secondary sources, and you have demonstrated interdisciplinary understanding consistently and clearly.</p>
<p><b>Criterion C</b></p>	
<p>ATL Skills</p>	<p><b>Communication</b></p> <p>I. Communication skills:</p> <ul style="list-style-type: none"> <li>- Exchanging thoughts, messages and information effectively through interaction</li> <li>-Use appropriate forms of writing for different purposes and audiences</li> <li>-Share ideas with multiple audiences using a variety of digital environments and media</li> <li>-Reading, writing and using language to gather and communicate information</li> <li>-Use and interpret a range of discipline-specific terms and symbols/notations.</li> <li>-Take effective notes in class and/or summary notes for studying.</li> <li>-Read critically and for comprehension in order to make inferences based on a source(s).</li> </ul> <p><b>Thinking</b></p> <p>VIII. Critical thinking skills:</p> <ul style="list-style-type: none"> <li>-Analysing and evaluating issues and ideas</li> <li>-Practice flexible thinking to generate testable hypotheses, argue both sides of an argument or make unexpected connections between ideas.</li> <li>-Interpret and evaluate a broad range of evidence and arguments in order to problem solve.</li> </ul>

<p><b>Action: Teaching and learning</b></p>	
<p><b>Week 1</b></p>	<p><b>Historical context</b></p> <ul style="list-style-type: none"> <li>• Gaining an understanding of the invasion of Normandy and its historical perspective.</li> <li>• Focus on local history; the liberation of the Netherlands</li> <li>• The role of segregation within the US army.</li> </ul>
<p><b>Week 2</b></p>	<p><b>How do we know what we know?</b></p> <ul style="list-style-type: none"> <li>• Focus on the analysis of sources on origin and purpose of the source.</li> <li>• Learning to ask a historical question to a source. Constructing a research question</li> <li>• Analysing the limit and value of a source when answering a research question.</li> </ul>
<p><b>Week 3</b></p>	<p><b>Children of Black liberators.</b></p> <ul style="list-style-type: none"> <li>• Learn about the difficulties the ‘liberation children’ had to face after WWII.</li> <li>• Discuss the lives of the children and the relationships with their environment.</li> </ul>
<p><b>Week 4</b></p>	<p><b>Research week</b></p> <ul style="list-style-type: none"> <li>• With the help of the website: <a href="http://blackliberators.nl">blackliberators.nl</a> and other sources, constructing a research project discover more about the topics discussed in the past weeks.</li> </ul>