



Public Feedback on the Social Studies Standards Revision Recommendations from the Holocaust and Genocide in Education Committee

*NOTE: Only standards with specific committee recommendations were included for feedback.

Committee recommendations are in red.

6th Grade Social Studies Feedback

Standard	Public Comment	Committee Response
<p>GLE Code: SS.6.1.2 - Evidence Outcome B</p> <p>Determine and explain the historical context of key people, events, cause and effect relationships, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange</p>	<p>In regards to "colonizers of countries in the Western Hemisphere," the idea of a country or nation-state was not prevalent in the Western Hemisphere outside of Mesoamerica and the Pacific coast of South America, so this phrasing seems off to me.</p>	<p>No action taken</p>
	<p>relationship is a vague term and very subjective</p>	<p>No action taken</p>
<p>GLE Code: SS.6.1.2 - Nature and Skills of History 1</p> <p>Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives including those who may be marginalized or removed from traditional narratives.</p>	<p>How are "traditional narratives" defined?</p>	<p>"removed" replaced with "missing"</p>
<p>GLE Code: SS.6.2.1 - Colorado Essential Skills 3</p> <p>Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are appropriate to their contexts using multiple disciplinary perspectives, such as ethnic, cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Is the term "ethnic" excluding racial perspectives or lumping racial perspectives with ethnic perspectives? BTW, #9 and #11 seem to be the same question?</p>	<p>No action taken</p>
<p>GLE Code: SS.6.2.2 - Nature and Skills of Geography 4</p> <p>Geographic thinkers use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls including how these decisions impact the peoples, cultures, and governments in the past and present.</p>	<p>This is a lot for 6th grade students to understand, know and be able to do. First I will teach skills both human and physical geography, then apply that information to how it influenced the establishment of trade routes, locating cities, trade centers and capitals, and forts... After this is all taught and understood then that learning will be applied to 1.) people 2.) culture and 3.) government after all of that I will then attempt understanding past and present. While the standard seems appropriate meeting the scope of this standard is not appropriate or plausible for the public school setting or for 6th grade students. Look at all the other standards you want met, how is this in any way a real expectation.</p>	<p>omit "in the past and present"</p>

<p>GLE Code: SS.6.4.1 - Colorado Essential Skills 1</p> <p>Examine how individuals in the Western Hemisphere interpret messages differently, how values and points of view are included or excluded, while identifying the characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Professional Skills: Information Literacy)</p>	<p>There's a lot of "ands" here: "while identifying the characteristics and causes, and the challenges and opportunities faced by those trying to address the problem." Would it be more clear if it was phrased "while identifying the characteristics and causes as well as the challenges and opportunities faced by those trying to address the problem"?</p>	<p>accept change</p>
<p>GLE Code: SS.6.4.1 - Colorado Essential Skills 3</p> <p>Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness).</p>	<p>Is the term "ethnic" excluding racial perspectives or lumping racial perspectives with ethnic perspectives?</p>	<p>No action taken</p>

<p>Standard</p>	<p>Public Comment</p>
<p>GLE Code: SS.6.1.2 - Evidence Outcome B</p> <p>Determine and explain the historical context of key people, events, cause and effect relationships, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange</p>	<p>Keep the study unbiased and not focusing on "the poor down trodden victims" that seems to be the theme of our nation at the moment and makes other groups to be horrible haters. History is history. The facts stand for themselves and should not be erased. We should learn from it and not try to remove the parts we don't agree with.</p> <p>Cause and effect is a good skill for 6th students to practice. The standard has examples that help guide the instruction to meet the standard.</p> <p>All those skills are important, as it allows you to be flexible in your thinking and include others.</p> <p>High support</p> <p>This EO feels large but support the addition.</p> <p>This has never been an examination of perspectives from the people involved.</p> <p>It is necessary to understand the relationships between people in historical interactions to understand the perspectives of all peoples impacted by historical interactions.</p> <p>Commentary on historical knowledge provided to the youth in America has grown critical. The accuracy of the events and thus the purpose of teaching them is being said to have a "white-hero" theme. Will educators and their respective organizations be held responsible for acknowledging history, free of bias or false narrative?</p>

	<p>Photographic evidence of holocaust</p> <p>Yes</p>
<p>GLE Code: SS.6.1.2 - Nature and Skills of History 1</p> <p>Historical thinkers study the people, places, ideas, and events in the Western Hemisphere to construct the story of history from multiple perspectives including those who may be marginalized or removed from traditional narratives.</p>	<p>LOVE this change!</p> <p>Do not focus on the "marginalized" populations only. There were atrocities by both sides of MOST conflicts. We should present facts and not play with the emotions of our youth and make them feel guilty or entitled for who they are or what their ancestors did. It is facts and should be presented in an unbiased manner without more attention given to one side or another.</p> <p>To include only one aspect of a "multiple perspective" does not do this standard justice. If you include "marginalized or removed from traditional narrative, then you need to include other perspectives that may be looked at. If you are going to test this standard and it is written in this manner who will get to choose what perspective will be accounted for? If you change the wording to such as, or for example and give other options what "perspective" that may support the standard in a way that will allow educators a guide, but not dictate one idea and leave out the other possible perspectives.</p> <p>High support</p> <p>We have always taught a watered down version of history. Until schools start teaching things in an honest way rather than watering down the curriculum and trying to make everything "PC" perhaps just teaching the truth would lead to better outcomes</p> <p>It is necessary to understand the relationships between people in historical interactions to understand the perspectives of all peoples impacted by historical interactions. It is time to get away from the stereotypical "history is written by the victors".</p> <p>removed and killed... photographic evidence</p> <p>Religious Schools</p>
<p>GLE Code: SS.6.2.1 - Colorado Essential Skills 3</p> <p>Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are appropriate to their contexts using multiple disciplinary perspectives, such as ethnic, cultural, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Now we are bringing race and ethnicity into geography and the study of the physical parts of the earth? Some people prefer to live or have a history of living in different parts of the world. It is their home. It is fact. It does not need a racist spin put on it.</p> <p>the use of "such as" then giving multiple examples as how to meet the standard is beneficial and useful in meeting the standard, but giving the school a myriad of options to meet the standard.</p> <p>High support</p> <p>Marginalized peoples - particularly ethnic and racial minorities - have been ignored in history books written</p>

	<p>by the majority. To truly understand history means understanding all sides, not just the side that "won" the conflict or interaction.</p> <p>Should this type of education be accompanied by a diverse staff or staff that will be heavily screened for their knowledge and ability to be impartial on the topics?</p> <p>This teaching needs to be specific and brutal, This genocide is recent and there are ethnicities than just Jews.</p>
<p>GLE Code: SS.6.2.2 - Colorado Essential Skills 2</p> <p>Plan and evaluate complex solutions to global challenges within the Western Hemisphere which are appropriate to their contexts using multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific. (Civic Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Now we are bringing race and ethnicity into geography and the study of the physical parts of the earth? Some people prefer to live or have a history of living in different parts of the world. It is their home. It is fact. It does not need a racist spin put on it.</p> <p>The standard looks appropriate for 6th grade.</p> <p>High support</p> <p>Critical thinking is a skill that must be taught, and history provides the context and complex situations in which critical thinking can be taught.</p> <p>Again, educators need to be capable of removing their biases from the classroom.</p> <p>This has nothing to do with interpersonal skills... It has to do with barbaric humans doing barbaric things to other humans</p>
<p>GLE Code: SS.6.2.2 - Nature and Skills of Geography 2</p> <p>Geographic thinkers study how human and physical systems vary and interact to make better choices, decisions, and predictions. For example: resource distribution, trade, and conflict and cooperation among diverse peoples is based on geographic features and environmental changes which affect business decisions.</p>	<p>This is opening the door again to bring a racist discussion into geography. Who determines which side of the ethnic "conflict and cooperation" gets to be the good guy?</p> <p>This standard looks like it is appropriate for 6th grade</p> <p>High support</p> <p>Much of recorded history involves conflict; the day-to-day interactions of most people were not recorded until recently. To understand history, and to think critically about it, means understanding what past historians considered to be worth recording - which was often conflict.</p> <p>It would be important to include units on systemic disadvantages and why they exist, alongside this information.</p>
<p>GLE Code: SS.6.2.2 - Nature and Skills of Geography 4</p> <p>Geographic thinkers use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls including how these</p>	<p>I support this change, but can see it leading to some political backlash.</p> <p>Walls? Really? And are you going to talk about the Berlin Wall or the Wall of China? I bet not. You are skewing our public education to rouse hate toward groups you may not agree with.</p> <p>High support</p>

<p>decisions impact the peoples, cultures, and governments in the past and present.</p>	<p>Fears about potential conflict led to gatherings of people in larger groups for defense, which, in turn, led to the development of villages, towns, and cities, with concomitant changes in architecture (e.g. walls, materials, etc.) and technology, both military and otherwise.</p>
<p>GLE Code: SS.6.4.1 - Colorado Essential Skills 1</p> <p>Examine how individuals in the Western Hemisphere interpret messages differently, how values and points of view are included or excluded, while identifying the characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Professional Skills: Information Literacy)</p>	<p>Do you intend to talk about the challenges of ALL peoples or just those you think are marginalized? Are you going to talk about the values of all peoples or just those you feel sorry for? Teach unbiased facts.</p> <p>I am not sure if this standard's scope is too broad and a 6th grade student could understand the content will enough to determine if a certain characteristics and causes, challenges would give them the tools to determine if the person they are learning about was addressing the problem as stated in the standard, then be able to articulate a response that meets the need of the standard.</p> <p>High support</p> <p>Perspective is key. For far too many years, the only people recording history were the majority on the "winning" side of any conflict; any other participants were ignored and/or marginalized when history was recorded.</p> <p>Present times should not be excluded from the classroom. Religion, politics, police brutality etc. should not be considered taboo to discuss in an academic setting.</p> <p>being lied to is NOT information literacy!</p> <p>A bit convoluted.</p>
<p>GLE Code: SS.6.4.1 - Colorado Essential Skills 2</p> <p>Analyze how a specific problem can manifest itself at local, regional, and global levels, and how media can influence beliefs and behaviors. (Professional Skills: Information Literacy)</p>	<p>I would only agree with this if you talk about the power the media has to skew our culture based on their values. Right now the specific problem is reverse racism and every public, government, private, and other organization is jumping on the band wagon. This is total hypocrisy and these standards are an example of changing the narrative to fit the "perceived" facts.</p> <p>okay</p> <p>High support</p> <p>Can all problems follow that trajectory?</p> <p>An understanding of history is necessary to provide the critical thinking skills needed to participate meaningfully in today's society.</p>
<p>GLE Code: SS.6.4.1 - Colorado Essential Skills 3</p> <p>Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic, historical, and</p>	<p>Just another example of pushing the narrative of racism into our youth. Very little of what would be taught would be focused on historical facts, but rather how the teacher felt about a specific issue.</p> <p>Okay</p> <p>High support</p>

<p>scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness).</p>	<p>Understanding how past societies solved problems (for good or bad outcomes) will help students understand what to look for when participating in finding solutions to current challenges.</p>
<p>GLE Code: SS.6.4.2 - Colorado Essential Skills 2</p> <p>Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Please quit trying to propagate racism in our schools to our youth. Our youth should be treated according to their own merit. Good and not good exist in all races, cultures, demographics, economic statuses, families, etc... Why push a false agenda and perspective onto our youth? Teach facts instead.</p> <p>Okay</p> <p>High support</p> <p>Is the term "ethnic" excluding racial perspectives or lumping racial perspectives with ethnic perspectives?</p> <p>Understanding how past societies solved problems (for good or bad outcomes) will help students understand what to look for when participating in finding solutions to current challenges.</p>

7th Grade Social Studies Feedback

Standard	Public Comment	Committee Response
<p>GLE Code: SS.7.1.1 - Nature and Skills of History 2</p> <p>Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives, including those that are marginalized and ignored in traditional narratives.</p>	<p>ignored also seems very subjective</p>	<p>replaced "ignored" with "missing"</p>
<p>GLE Code: SS.7.2.2 - Colorado Essential Skills 2</p> <p>Plan and evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Is the term "ethnic" excluding racial perspectives or lumping racial perspectives with ethnic perspectives?</p>	<p>No action taken</p>
<p>GLE Code: SS.7.2.2 - Nature and Skills of History 1</p> <p>Geographic thinkers study cultural, ethnic, religious, and marginalized groups in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future uses.</p>	<p>cultural, national, ethnic, racial, and religious. Using marginalized here implies that marginalization is a demographic identity ("cultural, ethnic, religious, and marginalized"). It seems awkward and forced.</p>	<p>Changed to "cultural, ethnic, and religious groups, including marginalized peoples"</p>
<p>GLE Code: SS.7.4.1 - Evidence Outcome C</p> <p>Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, genocide, and one-child policy of China)</p>	<p>How do we ensure grade/ age level appropriate study of genocide? What SEL strategies can be elevated in the standards document?</p>	<p>no action taken; we have taken into account a progression of learning</p>
	<p>THE one-child policy of China. Also, since there are two Chinas, shouldn't it say the PROC so as to not mis-accuse the ROC/Taiwan?</p>	<p>added "the"; no action taken on PROC etc.</p>
	<p>For example: Apartheid, Japanese Internment in the US, human rights violations, genocide, and one-child policy of China)</p>	<p>Since the focus of 7th grade history is the Eastern Hemisphere,</p>

		Japanese Internment is not applicable
GLE Code: SS.7.4.1 - Inquiry Questions 3		
How can laws, governments, peacekeeping organizations, and citizens work to identify instances of genocide, and work to prevent and eliminate them in the future?	While this is appropriate to tackle at the 7th grade level, the last part of the question might best fit into the high school level. Prevent and eliminate...it take a lot to just teach the different content in the first part of this question.	No action taken; a progression has been taken into account

Standard	Public Comment
GLE Code: SS.7.1.1 - Nature and Skills of History 2	To include only one aspect of a "multiple perspective" does not do this standard justice. If you include "marginalized or removed from traditional narrative, then you need to include other perspectives that may be looked at. If you are going to test this standard and it is written in this manner who will get to choose what perspective will be accounted for? If you change the wording to such as, or for example and give other options what "perspective" that may be support the standard in a way that will allow educators a guide, but not dictate one idea and leave out the other possible perspectives.
Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives, including those that are marginalized and ignored in traditional narratives.	It is a truism that history is written by the winners. Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them.
	still marginalized and ignored.
	The parallels of slavery
GLE Code: SS.7.1.2 - Evidence Outcome C	Good addition.
Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, acts of violence towards groups of people, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.	If schools would teach an unbiased perspective this wouldn't be an issue. Rather, this is trying to make a biased lesson toward one group or another and teach our youth to hate people of a certain color or ethnicity. See the hypocrisy?
	Act of violence was only given in as an example, therefore it is an added change and not a dictate to teach.
	How do we balance the study of conflict that includes acts of violence without just focusing on trauma and violence?
	systematic acts of violence
	Does this include black history?

	<p>It is a truism that history is written by the winners. Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them.</p>
<p>GLE Code: SS.7.2.2 - Colorado Essential Skills 2</p> <p>Plan and evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, ethnic, historical, and scientific. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>Still fighting for the right to exist!</p> <p>Global challenges to include ALL cultures or just the ones you deem are the priority right now?</p> <p>It is necessary to understand how sociocultural issues have been addressed in the past to build the critical thinking skills necessary to solve issues - from the local to the global level - in the future.</p> <p>Simplify... hate is hate no mater who is doing the hating!</p>
<p>GLE Code: SS.7.2.2 - Nature and Skills of History 1</p> <p>Geographic thinkers study cultural, ethnic, religious, and marginalized groups in order to explain how they view a region and evaluate the use of resources in a region to predict and propose future uses.</p>	<p>Are we trying to make an entire generation of victims? At some point in history, EVERY group has been marginalized and persecuted. Will you teach those facts or just the pointed few that meet your agenda?</p> <p>Many ethnic, religious, and marginalized groups have been defeated in the past in the name of "saving" them (e.g. the Crusades); the victors have then often taken the resources of the region as a "reward" for "saving" the people they have now defeated.</p> <p>From the beginning it was their land... and from all beginnings, to the victor goes the spoils.</p>
<p>GLE Code: SS.7.4.1 - Evidence Outcome C</p> <p>Give examples illustrating the interactions between nations and their citizens. For example: Apartheid, human rights violations, genocide, and one-child policy of China)</p>	<p>Examples were given as suggestions to guide instruction that will help meet the standard.</p> <p>It is a truism that history is written by the winners. Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them.</p> <p>Include recent events that somehow avoid harsh titles: for example, police brutality against minorities.</p> <p>agregious policies... gov't influenced, never solved anything!</p> <p>Female genitalia mutilation</p>
	<p>Great inquiry question to add.</p>

<p>GLE Code: SS.7.4.1 - Inquiry Questions 3</p> <p>How can laws, governments, peacekeeping organizations, and citizens work to identify instances of genocide, and work to prevent and eliminate them in the future?</p>	<p>It's an attitude of the heart. You cannot mandate people to be good and loving. Are you going to teach youth to love all people without discrimination or are you teaching them to be tolerant of some groups and blame others for all their problems? I don't trust schools to teach these values. You've been working on anti-bullying for a decade and this still exists.</p>
	<p>This is extremely important, especially when it comes to learning about and recognizing early signs!</p>
	<p>An understanding of how legal and peacekeeping systems work - and have failed various groups in the past and present - is vital to being able to prevent similar abuses in the present and future. A history of such systems and their uses and abuses is necessary to build perspective, understanding, and critical thinking skills.</p>
	<p>adopting the policies of the creator...the source of all natural law... if everyone reads the 10 Commandments, then everyone is on the same page. No GOD = NO Rules.</p>
	<p>Will genocide be defined? That's a tough one after the insurrection</p>
<p>GLE Code: SS.7.4.2 - Inquiry Questions 1</p> <p>What are fundamental human rights and how are they protected?</p>	<p>Add in UDHR as a document example for this grade level?</p>
	<p>God determines this. Are you going to teach the value of life in schools while your educators and families endorse abortion? How can every human rights be taught to be protected when it is okay to kill babies. This is a huge hypocrisy. Will you address this under this standard?</p>
	<p>This ties in well with Constitutional creation and purpose</p>
	<p>Like the focus on the positive.</p>
	<p>If you don't know what human rights are, and how - and WHY - they should be protected, then you will never support such vital issues.</p>
	<p>Whether or not our system is efficient in protecting them</p>
	<p>none have been truly protected... still not today. be truthful here.</p>
<p>Human Rights Watch.org</p>	

8th Grade Social Studies Feedback

Standard	Public Comment	Committee Response
<p>GLE Code: SS.8.1.2 - Evidence Outcome F</p> <p>Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as representative democracy, federalism, capitalism, abolition, temperance, nativism, expansionism, and genocide.</p>	<p>could "colonialism" fit here?</p>	<p>No action taken; outside of the scope of legislation</p>
<p>GLE Code: SS.8.1.2 - Inquiry Questions 4</p> <p>How was North American settlement perceived by settlers, governments, and Native and Indigenous peoples, and how did this affect cultural change, oppression/marginalization, and survival throughout the continent?</p>	<p>This statement makes it sound like "Native" and "indigenous" are distinct. While different groups prefer different terms, the phrasing is problematic here. Secondly, here you say "Native and indigenous" (lowercase "i") but later in #62 you say "Indigenous" (capital "I" and not "Native") - which is it?</p>	<p>Changed to omit "Native and..."; capitalizing "Indigenous"</p>
<p>GLE Code: SS.8.2.2 - Evidence Outcome A</p> <p>Analyze how economic, political, ethnic, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.</p>	<p>Is the term "ethnic" excluding racial processes or lumping racial processes with ethnic processes?</p>	<p>No action taken</p>
<p>GLE Code: SS.8.2.2 - Inquiry Questions 2</p> <p>How has conflict over space and resources influenced human migration and affected cultures and ethnic groups across North America?</p>	<p>The triple 'and' seems awkward. What about: "How has conflict over land resources influenced human migration and affected the cultures and ethnic groups of North America?"</p>	<p>accept change</p>
<p>GLE Code: SS.8.3.1 - Nature and Skills of Economics 5</p> <p>Economic thinkers understand that economic</p>	<p>Is the term "ethnic" excluding racial voices in decision-making or lumping racial voices in decision-making with ethnic voices?</p>	<p>no action taken</p>

<p>actions have indirect as well as direct effects on ethnic, religious, and cultural groups who may not have a voice in decision-making.</p>		
<p>GLE Code: SS.8.4.1 - Inquiry Questions 4</p> <p>How has the development of the American government had an impact on both the rights of citizens as well as marginalized populations?</p>	<p>marginalized populations are still citizens (with the exception of undocumented people). This statement makes it sound like citizenship and marginalization are mutually exclusive. Could it be re-written: "How has the development of the American government had an impact on the rights of citizens, particularly marginalized populations?"</p>	<p>How has the development of the American government had an impact on the rights of marginalized populations?</p>
<p>GLE Code: SS.8.4.1 - Inquiry Questions 5</p> <p>What does civic participation look like by members of the society that are not considered equal citizens (e.g. African Americans; Indigenous peoples)?</p>	<p>How are African Americans and indigenous peoples not considered equal citizens? SHAME ON YOU!!!! The changes you are trying to make to our education system are shameful!</p> <p>The wording is in present tense and is making the assumption that all Americans do not consider African Americans and Indigenous peoples equal citizens....this needs reworded and should not be placed in Colorado State standards as written.</p> <p>First of all, by only mentioning two marginalized populations, you're marginalizing other marginalized peoples. Secondly, you need to be consistent... here you say "Indigenous" but earlier you said "Native and indigenous" (lowercase "i" in #41 - which is it?</p> <p>e.g. African Americans; Indigenous peoples, LGBTQ+ folk, atheists</p>	<p>Changed based on comments: What does civic participation look like for marginalized populations?</p>
<p>GLE Code: SS.8.4.2 - Evidence Outcome E</p> <p>Discuss the tensions between individual rights, state law, national law, and tribal law.</p>	<p>your list should go in order of size: individual rights, state law, tribal law, national law, and international law.</p>	<p>Change accepted: Discuss the tensions between individual rights, state law, tribal law, national law, and international law.</p>

Standard	Public Comment
<p>GLE Code: SS.8.1.2 - Evidence Outcome F</p> <p>Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as representative</p>	<p>Genocide as in abortion? I doubt that is what you are getting at with this topic. You are opening up a can of worms that is geared toward your own agenda and not to include the greatest human rights issue of our day.</p> <p>Very important especially now! This will give perspective to those on either side of the "cancel culture" thought.</p>

<p>democracy, federalism, capitalism, abolition, temperance, nativism, expansionism, and genocide.</p>	<p>there is an Oxford comma missing between expansionism and genocide.</p> <p>It is a truism that history is written by the winners. Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them.</p> <p>If the academic material is to be taught honestly, and not alongside the patriotic narrative that's been in textbooks forever.</p> <p>absolutism is where everything is lost... no one is on the same page.</p>
<p>GLE Code: SS.8.1.2 - Inquiry Questions 4</p> <p>How was North American settlement perceived by settlers, governments, and Native and indigenous peoples, and how did this affect cultural change, oppression/marginalization, and survival throughout the continent?</p>	<p>Just teach facts. Atrocities were committed by both sides. Do you plan on teaching how the indigenous peoples butchered settlers? I highly doubt this would be an unbiased perspective.</p> <p>Good inquiry questions that would help instruction meet the needs of the standard.</p> <p>Again, very important for perspective regarding legislation to change certain mascots.</p> <p>Can you teach this honestly and talk about how horrible the NATive Americas were treated and how settlers and governments took advantage of them?</p> <p>It is a truism that history is written by the winners. Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them.</p> <p>Better find some good in here or you will ruin another generation of students. America has been GOOD for the World.</p>
<p>GLE Code: SS.8.2.1 - Inquiry Questions 5</p> <p>How has the environment influenced human activities which have caused compromise, conflict, and genocide?</p>	<p>This is leading into global warming- an agenda not supported by science.</p> <p>Good inquiry question that helps meet the need of the standard.</p> <p>Human society has, for millennia, built settlements around natural resources. The desire to obtain those resources has been a significant driving force in conflict from pre-history onward. Every culture has found ways to justify their actions in wresting resources from other groups - including those listed - in the name of self-preservation.</p>

	This is not about environment!! This is about culture clash.
	North Korea
<p>GLE Code: SS.8.2.1 - Nature and Skills of Geography 4</p> <p>Geographic thinkers respond to historical and spatial literature, including diverse narratives, to understand issues from a spatial perspective.</p>	This would be fine if it was unbiased. Curriculum producers do not know how to create curriculum to present both sides. They push their own agendas or those who pay them.
	Geography is a key driver in human migration and settlement patterns. Understanding how that works is necessary to understanding multiple perspectives on history.
	Some Natives would have preferred to be left alone... Yet some wanted to know white ways. There is still more than enough space for all yet if you leave the REZ you lose your benes... So many things done incorrectly.
<p>GLE Code: SS.8.2.2 - Evidence Outcome A</p> <p>Analyze how economic, political, ethnic, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.</p>	This would be a standard full of a biased agenda to create victims on one side and butchers on the other side.
	Human society has, for millennia, built settlements around natural resources. The desire to obtain those resources has been a significant driving force in conflict from pre-history onward. Every culture has found ways to justify their actions in wresting resources from other groups - including those listed - in the name of self-preservation.
	You are seeking division rather than seeking unity based on ethnicity...
<p>GLE Code: SS.8.2.2 - Inquiry Questions 2</p> <p>How has conflict over space and resources influenced human migration and affected cultures and ethnic groups across North America?</p>	This would again be a biased discussion designed to make certain groups of youth feel guilty or victimized depending on their culture.
	I like this one - really provides focus and alignment to the era.
	Human society has, for millennia, built settlements around natural resources. The desire to obtain those resources has been a significant driving force in conflict from pre-history onward. Every culture has found ways to justify their actions in wresting resources from other groups - including those listed - in the name of self-preservation.
	Your questions sound so far left they could have come direct from the Tide Foundation!
<p>GLE Code: SS.8.3.1 - Inquiry Questions 4</p> <p>How does where and how you purchase products affect cultural, social, economic, and environmental conditions?</p>	Why do we have to focus on this? If everyone is equal, why does culture even have to come into the discussion. These standards are propagating racism.
	Knowing where your goods come from - which, until about the last century, was someone nearby - and how the creation and transportation of those goods impacts everyone involved, is necessary to make informed purchasing decisions.
	Forced Globalism
	BDS Movement against Israel

<p>GLE Code: SS.8.3.1 - Nature and Skills of Economics 5</p> <p>Economic thinkers understand that economic actions have indirect as well as direct effects on ethnic, religious, and cultural groups who may not have a voice in decision-making.</p>	<p>Totally focused on racist discussion at the current time in history and not on fact. This is trying to make victims of certain groups. Do you think that's really what they want?</p> <p>Teachers will need support and resources to teach this well.</p> <p>I am not sure that this is a valid statement, some economic thinkers do not care about ethnic, religious, and cultural groups that lack a voice in decision-making. Some economic thought is that if the economic trend is upward (which benefits the self interest of the economist or decision makers) it does not matter what groups do not benefit from the upward trend, regardless of their make-up, is acceptable.</p> <p>All people have a voice through their elected representatives.</p> <p>Human society has, for millennia, built settlements around natural resources, which ultimately transformed in to economic drivers. The desire to obtain those resources has been a significant driving force in conflict from pre-history onward. Every culture has found ways to justify their actions in wresting resources from other groups - including those listed - in the name of self-preservation.</p> <p>Look at the BDS movement The Boycott, Divestment and Sanctions movement (BDS) is a Palestinian -led movement promoting boycotts, divestments and sanctions against Israel.</p>
<p>GLE Code: SS.8.4.1 - Evidence Outcome B</p> <p>Analyze the changing definition of citizenship and give examples of the expansion or declination of rights.</p>	<p>You mean like its ok to be a total hypocrite about what is acceptable for one group but not another? This is pushing an agenda. The education system should NOT jump on the bandwagon of the current hot topic. Just teach facts instead of trying to push your opinion on others.</p> <p>Need for examples...</p> <p>All outlined in the Constitution</p> <p>"Us vs. them" has been a driver in human society for as long as groups have been larger than families. The need to compete for resources has led to varying definitions of "us" and "them" in an attempt to preserve resources for those defined as "us". This continues today, and a historical perspective is needed to understand the issues and how to equitably solve them.</p> <p>citizenship is either natural or concocted... expansion causes loss of culture and rights. Look at the Natives in this nation!</p>
<p>GLE Code: SS.8.4.1 - Evidence Outcome F</p> <p>Examine ways members of society may effectively voice opinions, monitor government, and bring about</p>	<p>As long as we don't discuss our constitution and how the rights of people today are trying to be removed. It's ok to voice your opinion as long as you agree with the mainstream media or government leaders. If you don't</p>

<p>change nationally which may also have impact locally and globally.</p>	<p>agree with them, you are ____ (fill in the blank with any number of names they have been called).</p> <p>It is necessary to allow all members of society to voice their opinions in issues that impact that society, while ensuring that some voices do not overwhelm others. Knowing how to effectively voice one's opinions without negating other viewpoints is vital.</p> <p>Not everyone has access...</p> <p>First Amendment</p>
<p>GLE Code: SS.8.4.1 - Inquiry Questions 4</p> <p>How has the development of the American government had an impact on both the rights of citizens as well as marginalized populations?</p>	<p>Great addition.</p> <p>Are you really going to teach American history and government as an unbiased story or as an agenda to push on those to young to know better?</p> <p>Those who recorded history from the side of the nominal winners often ignore and/or marginalize those on the other side, and often claim to have "saved" the other side from any sociocultural norm that did not match that of the victors. An understanding of the other side is necessary to understand why they continue to object to having been defeated in the name of "saving" them, or pushing them to the side so their resources can be used "for the greater good". Knowing that this was done, and how, is necessary to avoid such issues in the future.</p> <p>We were the most free... now the most locked out of information and news</p> <p>Israel and the settlements of the West Bank</p>
<p>GLE Code: SS.8.4.1 - Inquiry Questions 5</p> <p>What does civic participation look like by members of the society that are not considered equal citizens (e.g. African Americans; Indigenous peoples)?</p>	<p>Great addition.</p> <p>If you can include how horrible African Americans were and have been treated. This goes beyond separate water fountains and sitting at the back of the bus - why did African Americans have to go to the vet to get a tooth pulled? So, until schools start teaching HONESTLY about history the outcome and the intention you're hoping for isn't going to happen.</p> <p>Understanding things like voter suppression is necessary to avoid such problems in the future.</p> <p>Both groups are more equal than all of the others combined</p>
<p>GLE Code: SS.8.4.2 - Evidence Outcome E</p> <p>Discuss the tensions between individual rights, state law, national law, and tribal law.</p>	<p>Teachers will need support and resources to teach this well.</p> <p>How about teaching how we can overthrow a corrupt government on a local, state, and national level? The tribes would probably join in and help.</p> <p>Are vetted resources available for this standard to be met?</p> <p>The interactions between various legal systems have often exacerbated the issues in "us vs. them". Understanding how these have happened historically,</p>

	and how they have been dealt with, is necessary to deal fairly in the present and future.
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	Tribal law not state law and vice versa... Decide!
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High School Social Studies Feedback

Standard	Public Comment	Committee Response
<p>GLE Code: SS.HS.1.2 - Evidence Outcome C</p> <p>Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, Japanese American incarceration, mass media, landmark Supreme Court cases, and the war on terror.</p>	<p>If this can be done in an unbiased fact forward way. What about the witch trials? What about women's suffrage?</p>	<p>Added "women's" to GLE Code: SS.HS.1.2 - Evidence Outcome F; the witch trials do not fall within the time period covered</p>
	<p>If using the qualifier "complexity", I think more complex situations in American History should be examined. For example: The war on drugs, workers rights movements/riots, neo-imperialism, Unethical human experimentation in the United States, unethical projects carried out by the CIA (MKUltra, mockingbird, Phoenix, attempted assassination of Patrice Lumumba, Iran-Contra).</p>	<p>the events listed do not fall within the scope of the Holocaust and genocide legislation</p>
	<p>War on Terror is a proper noun and is capitalized. See here as an example: https://journalism.utexas.edu/sites/default/files/framing-war-on-terror-sagepub.pdf</p>	<p>Fixed</p>
	<p>I am curious about the choice of language for incarceration instead of internment.</p>	<p>The term "incarceration" is currently used by museums and scholars to describe this event</p>
	<p>For example: the Civil Rights Movement, migration, immigration and displacement, Japanese American incarceration, mass media, landmark Supreme Court cases, the January 6, 2021 insurrection at the Capitol, and the war on terror.</p>	<p>no action taken; does not fit the scope of this legislation</p>
<p>GLE Code: SS.HS.1.2 - Evidence Outcome F</p> <p>Evaluate the historical development and impact of political thought, theory and actions. For example: institutional racism, legislated racism, the development of political parties, women's suffrage, reform, activist groups, and social movements.</p>	<p>For example: institutional racism, de jure segregation, legislated racism, the development of political parties, women's suffrage, reform, activist groups, and social movements.</p>	<p>no action taken because women's was added based on another comment</p>
<p>GLE Code: SS.HS.1.2 - Evidence Outcome H</p> <p>Analyze ideas critical to the understanding of American history. For example: populism, progressivism,</p>	<p>For example: colonialism, populism, progressivism, isolationism, imperialism, racism, extremism, nationalism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.</p>	<p>no action taken because these were our recommendations added in red</p>

<p>isolationism, imperialism, racism, extremism, nationalism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.</p>		
<p>GLE Code: SS.HS.1.3 - Evidence Outcome A</p> <p>Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, The Armenian Genocide, the Holocaust and other genocide, the Cold War; and independence movements/decolonization.</p>	<p>Are there targeted genocides we need to focus on? Or is the Holocaust the minimum and other genocides are open? Should there be a list on which ones to make sure to discuss?</p> <p>include the word 'race ' in the first list: " . . . and political movements related to nationality, ethnicity, gender, and race; . . . "</p> <p>why are race and religion excluded from the demographic list of "nationality, ethnicity, and gender." Why is "The" capitalized before Armenia, but not before "the Holocaust"? In #73 both are capitalized. There is also an Oxford comma missing between these two words here: "Holocaust and."</p> <p>Given that this is a world history standard providing examples of genocide outside of Europe should be part of the standard.</p>	<p>Changed to: "Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars; the Cold War; independence movements/decolonization; and 20th century genocides such as the Armenian Genocide, the Holocaust, and Cambodian Genocide."</p> <p>no action taken due to the scope of the legislation</p> <p>fixed</p> <p>Cambodia, Rwanda, and Darfur added</p>
<p>GLE Code: SS.HS.1.3 - Evidence Outcome B</p> <p>Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; The Armenian Genocide, The Holocaust and other genocides; and the Arab Spring movement.</p>	<p>Again, should it be more precise in listing specific genocides? Or are the Holocaust and the Armenian genocides the only ones?</p> <p>Why is "The" capitalized before "Holocaust" here but not in the previous question? There is also an Oxford comma missing between these two words here: "Holocaust and."</p> <p>Given that this is a world history standard providing examples of genocide outside of Europe should be part of the standard.</p> <p>For examples seem vague - and choice. There are so many for examples throughout the standards that choices need to be made. It's very difficult to incorporate all of the for examples. Either choose the content story and remove the for example, or move the must do's of the content story to the standard, and leave the others as may dos...</p>	<p>added "genocides such as Rwanda and Darfur;"</p> <p>Fixed</p> <p>see previous</p> <p>No action taken. Examples are based on scope of the legislation</p>
<p>GLE Code: SS.HS.3.2 - Evidence Outcome F</p> <p>Explore the role of</p>	<p>Given the context of genocide, institutional racism, and the focus on the Holocaust, considering capital market forces employed by Nazis and other state institutional</p>	<p>no action taken; does not fit the scope of this legislation</p>

<p>government in dealing with economic crises. For example: command economies, rationing, scapegoating, and conflict over resources.</p>	<p>practice for preferential treatment or "redlining" should be included as well.</p>	
<p>GLE Code: SS.HS.3.4 - Inquiry Questions 6</p> <p>What role does economics play in genocide?</p>	<p>Teachers will need support and resources to teach this well.</p>	<p>resource bank is being developed</p>
	<p>I would like to see the thought process behind this one and what the targeted answer for this question to be.</p>	<p>no action taken</p>
	<p>and acts of mass violence ("(c) "HOLOCAUST AND GENOCIDE STUDIES" MEANS STUDIES ON THE HOLOCAUST, GENOCIDE, AND OTHER ACTS OF MASS VIOLENCE")</p>	<p>no action taken</p>
	<p>This one is not specific enough. Some concrete examples of content to be covered would be helpful.</p>	<p>no action taken. Content examples come from the evidence outcome the inquiry question is tied to on the standards page.</p>
<p>GLE Code: SS.HS.4.2 - Evidence Outcome G</p> <p>Compare and contrast how other systems of government function. For example: authoritarian regimes, failed states, and parliamentary systems.</p>	<p>Who defines a failed state? Who determines which types of government to teach?</p>	<p>no action taken</p>
	<p>I wish we could have provided a sliding scale rather than only three choices. I agree this wording should be added but I think more needs to be added to define what is meant by failed states.</p>	<p>no action taken</p>
<p>GLE Code: SS.HS.4.2 - Inquiry Questions 11</p> <p>How has the U.S. Government responded to genocides, beginning with the Armenian Genocide in the early 20th century?</p>	<p>This question seems to be leading to an easy answer of American Nationalism. There are obviously many other conclusion that can be drawn, but I could see students at the high school level being lead to answer in a positive light, compared to an honest light.</p>	<p>no action taken</p>
	<p>Looking at the US response to genocide is an important self-critique to understand current tensions, but why start with the Armenian Genocide - not the first genocidal practice the US responds to or may participate in.</p>	<p>no action taken</p>
	<p>Why is this included in the civics curriculum and not U.S. History?</p>	<p>no action taken; it can be in both</p>
<p>GLE Code: SS.HS.4.2 - Inquiry Questions 12</p> <p>Why has the U.S. government's response to genocide varied so widely?</p>	<p>and acts of mass violence ("(c) "HOLOCAUST AND GENOCIDE STUDIES" MEANS STUDIES ON THE HOLOCAUST, GENOCIDE, AND OTHER ACTS OF MASS VIOLENCE")</p>	<p>accepted changes; added and "other acts of mass violence"</p>

<p>GLE Code: SS.HS.4.2 - Inquiry Questions 13</p> <p>What is the role of failed states and authoritarian regimes in genocide?</p>	<p>and acts of mass violence ("(c) "HOLOCAUST AND GENOCIDE STUDIES" MEANS STUDIES ON THE HOLOCAUST, GENOCIDE, AND OTHER ACTS OF MASS VIOLENCE")</p>	<p>accepted changes; added "and other acts of mass violence"</p>
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Standard	Public Comment
<p>GLE Code: SS.HS.1.2 - Evidence Outcome C</p> <p>Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, Japanese American incarceration, mass media, landmark Supreme Court cases, and the war on terror.</p>	<p>If this can be done in an unbiased fact forward way. What about the witch trials? What about women's suffrage?</p> <p>If using the qualifier "complexity", I think more complex situations in American History should be examined. For example: The war on drugs, workers rights movements/riots, neo-imperialism, Unethical human experimentation in the United States, unethical projects carried out by the CIA (MKUltra, mockingbird, Phoenix, attempted assassination of Patrice Lumumba, Iran-Contra).</p> <p>If the standards are going to include specific content to cover that content must include differing perspectives and even some negative ideas and events.</p> <p>wartime</p> <p>For examples seem vague - and choice. There are so many for examples throughout the standards that choices need to be made. It's very difficult to incorporate all of the for examples. Either choose the content story and remove the for example, or move the must do's of the content story to the standard, and leave the others as may dos...</p>
<p>GLE Code: SS.HS.1.2 - Evidence Outcome F</p> <p>Evaluate the historical development and impact of political thought, theory and actions. For example: institutional racism, legislated racism, the development of political parties, suffrage, reform, activist groups, and social movements.</p>	<p>Totally disagree. QUIT continuing the conversation about made up terms that are meant to divide people and make them hate each other.</p> <p>does this assume study of institutional racism and legislated racism at both the federal and state levels?</p> <p>While this will certainly be controversial if we approach with facts than it will become less controversial with time. My criticism is that most textbooks will not cover these issues so the state should provide resources for these new outcomes.</p> <p>legislating racism, sexism, genderism, and lack of morals right now. how far we have fallen. we have failed entire generations.</p>

	<p>For examples seem vague - and choice. There are so many for examples throughout the standards that choices need to be made. It's very difficult to incorporate all of the for examples. Either choose the content story and remove the for example, or move the must do's of the content story to the standard, and leave the others as may dos...</p>
<p>GLE Code: SS.HS.1.2 - Evidence Outcome H</p> <p>Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, racism, extremism, nationalism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.</p>	<p>Disgusting this standard is even part of the education system. Teachers teach according to their values and perspectives. How many youth are being brain washed into thinking someone hates them or they are bad because of the color of their skin or the flag that hangs in their yard?</p> <p>jingoism</p> <p>This too will require resources in order to be done properly.</p> <p>every ism promotes racism and division rather than being human.. STOP! Your questions are again promoting division. Not great thinking, just more tribalism. Balkanization!</p> <p>For examples seem vague - and choice. There are so many for examples throughout the standards that choices need to be made. It's very difficult to incorporate all of the for examples. Either choose the content story and remove the for example, or move the must do's of the content story to the standard, and leave the others as may dos...</p> <p>Insurrection</p>
<p>GLE Code: SS.HS.1.3 - Evidence Outcome A</p> <p>Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, The Armenian Genocide, the Holocaust and other genocides, the Cold War; and independence movements/decolonization.</p>	<p>You going to talk about abortion? What larger genocide is there? Why is that topic a matter of opinion?</p> <p>again... look at the photographic evidence. find the humanity</p> <p>For examples seem vague - and choice. There are so many for examples throughout the standards that choices need to be made. It's very difficult to incorporate all of the for examples. Either choose the content story and remove the for example, or move the must do's of the content story to the standard, and leave the others as may dos...</p>
<p>GLE Code: SS.HS.1.3 - Evidence Outcome B</p> <p>Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; The Armenian Genocide, The Holocaust and other genocides; and the Arab Spring movement.</p>	<p>all have forgotten how to be human.. where are the golden rules?</p>

<p>GLE Code: SS.HS.3.2 - Evidence Outcome F</p> <p>Explore the role of government in dealing with economic crises. For example: command economies, rationing, scapegoating, and conflict over resources.</p>	<p>How about how their bailouts are going to cost our youth their future, and their children their future?</p> <p>supply-side spending, Keynesian economics, etc.</p> <p>Gov'ts and their agendas have lead us to this wretched place. Leave the people alone.</p> <p>Looting</p>
<p>GLE Code: SS.HS.3.4 - Inquiry Questions 6</p> <p>What role does economics play in genocide?</p>	<p>This boils down to values. Either you stand for something, or you don't. Money can buy you or it can't.</p> <p>The elites always get their money... the rest are slaves even if they don't fully understand it... and the elites continue making the rules for the slaves.</p> <p>Looting by the oppressors North Korea</p>
<p>GLE Code: SS.HS.4.2 - Evidence Outcome G</p> <p>Compare and contrast how other systems of government function. For example: authoritarian regimes, failed states, and parliamentary systems.</p>	<p>This is where you MUST BE HONEST about the difference between capitalism and communism</p> <p>Trumpism is rising</p>
<p>GLE Code: SS.HS.4.2 - Inquiry Questions 11</p> <p>How has the U.S. Government responded to genocides, beginning with the Armenian Genocide in the early 20th century?</p>	<p>Sure, talk about abortion and how it is embraced and even paid for by our government.</p> <p>not very quickly</p> <p>Carefully because of politics,</p>
<p>GLE Code: SS.HS.4.2 - Inquiry Questions 12</p> <p>Why has the U.S. government's response to genocide varied so widely?</p>	<p>Great addition.</p> <p>This is an opinion question that would be left up to biased teaching.</p> <p>This seems to be a better question, still allowing for someone to express disagreement in either direction.</p> <p>depends on which rich man is making the most money</p> <p>Holocaust Survivors trying to get looted art, but SCOTUS voted against</p>
<p>GLE Code: SS.HS.4.2 - Inquiry Questions 13</p> <p>What is the role of failed states and authoritarian regimes in genocide?</p>	<p>all of us have a role in how we treat one another. some are barbarians and some civilized. The two don't mix.</p>

	QAnon
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