

Genocide Course Overview

Content Area: **Social Studies**
Course(s): **GENOCIDE IN THE MODERN WORLD**
Time Period:
Length: **Semester**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Genocide in the Modern World

Course Number: 1064

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Course Adoption: 9/1/2004

Curriculum Adoption: 9/1/2004

Date of Last Revision Adoption: 9/1/2017

Course Description

Genocide: the systematic destruction of a national, ethnic, racial or religious group. It is the most severe and horrifying of all human crimes. This course examines in detail the background, issues, events, and implications of some of the world's darkest chapters such as the Holocaust, Japan's crimes against humanity in WWII, and genocide in Rwanda, Cambodia, and Darfur. Students will analyze various ideologies and mechanisms that culminate in genocide, and will examine the roles of collaborators, bystanders, rescuers, and the psychology of both perpetrators and victims. The course will also analyze the role and effectiveness of international law and the United Nations in preventing genocide and bringing perpetrators to justice.

Class Materials

Required Reading:

Night, by Elie Wiesel

Supplemental Resources:

Echoes and Reflections (Multimedia Curriculum Lessons on the Holocaust published by the Anti-Defamation League)

NJ Commission on Holocaust Education: Holocaust and Genocide curriculum guide books with hundreds of reproducible materials

United States Holocaust Memorial Museum website resources www.USHMM.org

Facing History and Ourselves at www.facinghistory.org

Resources from Canada and NJ ALPHA Association for the Preservation of WWII History in Asia <http://www.alpha-canada.org/>

BBC and PBS Frontline websites and materials

The Children in the Ghetto online activity: <http://ghetto.galim.org.il/eng/>

Armenian Genocide Resource Library for Teachers, <http://www.teachgenocide.org/>

GULAG: Soviet Prison Camps and their Legacy by National Resource Center for Russian and Eastern European and Central Asian Studies, Harvard University. <http://gulaghistory.org/nps/downloads/gulag-curriculum.pdf> and <http://gulaghistory.org/nps/>

Rwanda: Wake of Genocide <http://www.rwanda-genocide.org/multimedia.html>

Rwandan Stories: <http://www.rwandanstories.org/genocide.html>

SURF Survivor's Fund <http://survivors-fund.org.uk/>

Genocide Watch website <http://www.genocidewatch.org/home.html>

Human Rights Watch <http://www.hrw.org/>

Genocide Education Project <http://www.genocideeducation.org/>

Yale Cambodia Genocide Project <http://www.yale.edu/cgp/>

Numerous additional books, videos and materials cited within this curriculum

Units of Study

Units and Essential Questions

Unit 1: Introduction to Genocide

- What do all genocides have in common and why has the 20th century failed to prevent genocide?

Unit 2: Armenian Genocide

- How and why was the Armenian genocide implemented and what is the significance of its legacy of denial?

Unit 3: The Holocaust

- How did a crime as profound as the Holocaust evolve and what were the myriad of responses from all those involved (perpetrators, victims, collaborators, rescuers, bystanders)?

Unit 4: The Holodomor and the Genocidal Crimes of Stalin

- Can Stalin's crimes be construed as genocide?

Unit 5: Japanese War Crimes and Crimes Against Humanity during WWII

- What is Japan's legacy of denial and how is it being confronted by staggering evidence of massive human rights crimes?
- What are the implications for today's world?

Unit 6: The Psychology of Perpetrators of Genocide

- What is the nature of evil—are all ordinary people capable of extraordinary evil?

Unit 7: Cambodian Genocide

- How did radical ideology influence the nature of the auto-genocide of Cambodia and how was the entire population affected by those three years, eight months and twenty days?
- How were Cambodians affected then as well as in the present?

Unit 8: Saddam Hussein and the Kurdish Genocide

- How is the story of Kurdish oppression and genocide integrally connected to a long line of events in the region that continue to evolve today?

Unit 9: Bosnian Genocide and the Former Yugoslavia

- How did ordinary people take such an active role in the personalized violence of Rwanda? what was the response or lack thereof from the international community, and how has this scarred nation dealt with its troubled past?
- What was the response or lack thereof from the international community?
- How has this scarred nation dealt with its troubled past?

Standards

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

In Genocide the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%)

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLs)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)

