

Unit A -- Introduction

Content Area: **Social Studies**
Course(s): **World History of Genocide**
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit will introduce the students to what genocide is and what must happen for an event to be considered genocide. The unit will cover the following:

- * Introduction to the course, class rules, and expectations
- * Pre-Test
- * Genocide vocabulary
- * Genocide surveys
- * Internet assignments that cover genocide acts
- * 9/11 activity

Enduring Understandings

- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.
- The study of human civilization reveals the ideals, beliefs, values, and institutions of its people.

Essential Questions

- How does the evaluation of past events help us to make future decisions?
- Is conflict inevitable? desirable? avoidable?
- What causes change over time?
- What is worth fighting for?
- Why do people fight?

Standards/Indicators/Student Learning Objectives (SLOs)

Compare and contrast texts relating to the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

	individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
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.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

Lesson Titles

- Genocide vocabulary
- Genocide surveys
- Genocide Internet assignments
- 9/11 activity

21st Century Skills and Career Ready Practices

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking
- Information and media literacy
- Communication and collaboration
- Life and career skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through
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their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

ELA: Reading & Writing

Sociology

Geography

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
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.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
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.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and

	bias.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Blooms:

- Students will arrange and define genocide vocabulary terms (Remembering).
- Students will summarize primary sources (Understanding).
- Students will demonstrate what they learned in class discussions (Applying).
- Students will compare and contrast past genocides (Analyzing).
- Delsea One
- SWAG

- Analyzing Primary Sources
- Discussion
- Media Center/Internet Activity
- Pre-Test
- Vocabulary Exercises
- Writing Exercises

Modifications

ELL Modifications

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

504 and IEP Accommodations & Modifications

Testing modifications:

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.

- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines

- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

Gifted and Talented Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content

- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

- Assignments modified or reduced
- Increased one-on-one time
- Working contract
- More hands-on
- Parental involvement
- Follow IEP/504 Plans
- Preferential seating
- Delsea One
- SWAG

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment

Warm-Up:

- Review what to expect for the week
- Idea Spinner
- Good websites to use
- Journal Entry
- Group activity/group collaboration

Anticipatory Set:

- Prepare and Motivate Students Before Their Test/Quiz
- What to Expect For the Course
- Why Learn History?
- Student groupings
- Rules for the review game

Closure:

- Debriefing
- Exit Card
- Homework Assignments
- Self Assessment
- Linkage
- Think-Pair-Share
- Whip Around

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

Benchmark:

- Pre-Test
- Genocide Vocabulary
- Notebook

Marking Period Assessment:

- Information on the UN Definition of Genocide will be used at the end of the marking period

Alternate Assessment:

- Individual/Group Surveys

Resources & Materials

- Textbook: *Blood and Soil* by Kiernan
- UN Code of Genocide
- Maps of World Genocides
- Genocide Surveys

Technology

- Google Classroom
- Kahoot.com
- Quizlet
- Smartboard
- Sporcle.com
- Genocide Watch List -- <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>
- UN Genocide Prevention -- <http://www.un.org/en/genocideprevention/genocide.html>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.