

# Unit #7: Identified Genocides

Content Area: **Social Studies**  
Course(s): **Holocaust Studies**  
Time Period: **Second Marking period**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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The broad goal of this unit is for students to understand the nature of genocide and the causes, manifestations and efforts at its prevention. Students will develop and articulate a definition of genocide; explain the political difficulties involved in labeling an occurrence as genocide; analyze the root causes of events other than the Holocaust that have been identified as genocides; analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide. Finally, students will be asked to revisit the most recent generalization they have written regarding their views of human nature. If their newly acquired knowledge of genocide has caused them to further refine their thinking about human nature, they will have an opportunity to revise their formal, and still tentative, generalizations.

## STAGE 1- DESIRED RESULTS

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### 2016 New Jersey Student Learning Standards- Social Studies

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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.

## Essential Questions

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- How do you evaluate the legacy of historical events?
- What is justice? How can it be achieved?
- How does justice look after genocide?
- What can governments do to prevent human rights abuse?
- What can cause a community to split apart along racial, ethnic, religious, or cultural lines? How can a split community be reconciled and unified?
- Has the Genocide Convention been effective or ineffective in preventing and punishing genocide?
- What can a study of the Rwandan genocide help us understand about human behavior?

## **Enduring Understanding**

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- Analyze the effectiveness of the response to genocide by the United Nations and the United States in each of the case studies listed above.
- Interpret the effectiveness of the response to genocide by Non-governmental Organizations (NGOs) and not-for-profit interest groups.
- Investigate perpetrator intent vs. motivation and analyze how the two concepts differ in each case study.
- Investigate common themes of ethnic tension, racial violence, group superiority, us vs. them, stakeholders vs. powerless and determine if each concept is present before, during and after the perpetration of genocide.
- Scrutinize the role of the national government of the nation in which genocide occurred.
- Compare and contrast the actions of individuals as perpetrators, collaborators, bystanders, and rescuers during events of genocide and describe the long-term consequences of genocide for all involved.

## **Students will know...**

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### **Key Ideas and Concepts**

- Events that contributed to genocide in a variety of case studies.
- The extent to which prejudice, group superiority, ethnic tension and/or racism-fueled

genocide in a variety of case studies.

- Genocides drastically altered national relations between power holders and the powerless, which greatly impacted the policy before, during and after the genocide.
- Individuals made a variety of choices regarding participation in unjust events and such events potentially can negatively impact human history.

### **Possible Misunderstandings**

- Genocides have not occurred since the Holocaust.
- Genocides are not preventable.
- Genocides are easy to identify.

### **Identify key terms:**

Armenian Genocide, Bosnia, Cambodia, Darfur, foreign policy, Rwanda, United Nations

### **Students will be able to...**

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- develop and articulate a definition of genocide
- explain the political difficulties involved in labeling an occurrence genocide
- analyze the root causes of events other than the Holocaust that have been identified as genocides
- analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide
- reassess their generalizations about human nature in light of their study of genocide

### **STAGE 2- EVIDENCE OF LEARNING**

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## **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments / Unit Activities**

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- Students will create a presentation about an identified genocide. Presentations will provide the historical background, key facts, identify the perpetrator, collaborator, bystanders, and, victims. Presentations will also include post genocide histories.
- United Nations Genocide Convention Debate (Choices)
- Genocide in the Media (Choices)
- Role Play Simulation: Genocide Options (Choices)
- Film: The Devil Came on Horseback w/discussion questions
- Film: Hotel Rwanda w/discussion questions
- Group Genocide Research and Presentation

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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- Introduction to the UN Genocide Convention
- Genocide reporting in the Media
- Genocide Options: Defining Crisis, crafting/debating options, & presentation
- Genocide portrayal through Hollywood: Hotel Rwanda
- Genocide portrayal through Documentary: Darfur, The Devil Came on Horseback
- Group Research Project on Identified Genocides

### **Modifications/Differentiation of Instruction**

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#### **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials

- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

### **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities

- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

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The Holocaust and Genocide course is typically offered during the Junior or Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 11th and 12th grades can successfully address the demands required of them.

## **Additional Materials**

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- [Holocaust and Genocide: The Betrayal of Humanity Part 1](#)
- [Holocaust and Genocide: The Betrayal of Humanity Part 2](#)
- [Echoes and Reflections](#)
- [Facing History](#)

- [Genocide Resources](#)
- [Genocide Watch](#)
- [IWitness](#)
- [One Million Bones](#)
- [United Nations](#)
- [US Holocaust Memorial Museum](#)
- [World Without Genocide](#)