Unit 07: Genocides and Crimes Against Humanity on the Continent of Asia and International Response

Content Area: **Social Studies**
Course(s): **Holocaust Gen**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
6.2.12.HistoryCC.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
	History, Culture, and Perspective: Historical Sourcing and Evidence
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

Understanding the eight stages of genocide. (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial.)

How the past has shaped present day conditions and policies.

How racism and discrimination plays a role in leading to horrific genocides.

The role of governments, international organizations, NGO's, media, and individuals in building awareness of genocide as well as promoting genocide.

Concepts of memory, justice, and forgiveness.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

How did Cold War conflicts fuel genocide and slow the process of international justice?

What should determine whether or not the United States joins the ICC?

How successful has the post-genocide quest for justice been in Cambodia?

To what extent has the United States done enough in combating genocide?

Child Soldiers, modern slavery, regional conflicts (for example Syria) and the sex trade are all human rights violations that continue to plague the world. Why are these problems not covered by mainstream media and what can the international community realistically do to stop these problems?

Knowledge and Skills

- **Examine the Japanese War Crimes of World War II and evaluate if they should be labeled genocide.**
    - *Japanese Empire expansion*
    - *Korea*
    - *Manchuria*
    - *Biological testing Unit 731*
    - *Last Emperor*
    - *Hirohito and Tojo*
    - *Nanking Massacre*
    - *Rape*
    - *Comfort Women*
    - *John rabe*
    - *tactics*
    - *contemporary recognition*
    - *Japanese Denial*
    - *American alliance with Japan post WWII*
    - *Yasukuni Shrine*

- **Examine the Cambodian Genocide**
    - *Pol Pot and the Khmer Rouge*
    - *Killing Fields*
    - *Vietnam War*
    - *Invasion of Cambodia*
    - *President Nixon*
    - *American responsibility*
    - *Victims-intellectuals, religions, urban dwellers, etc*
    - *Cambodian Trials*
    - *Recovery*

- **Examine the Genocide in East Timor**
    - *unknown*
    - *American support of Indonesia*
    - *25 year occupation*

- **Examine American occupation of the Philippines**
    - *Spanish American war*
    - *War breaks out, Philippines wants independence*
    - *200,000 civilians killed (Has been classified under S-A War)*

- *General Jacob H. Smith*

- **Examine genocide of the Iraqi Kurds**
  - *The Anfal Campaign*
  - *Halabja*
  - *Chemical Ali*
  - *Saddam Hussein*
  - *Rise to power*
  - *Baath Party*
  - *American Response*
  - *Operation Desert Storm*
  - *Current status in Iraq*

- **Evaluate the response of the international community to Genocide**
  - *Social Media*
  - *NGO's*
  - *Grass root organizations*
  - *Presidential Responses*
  - *Media, international corporations, political interests, and spreading ideology*
  - *UN*
  - *ICC*
    - *122 states are states parties to the Statute of the Court*
    - *American refusal to join*
    - *deter future war criminals*
    - *promote universal justice*
    - *end impunity*
    - *help end conflicts*
    - *remedy deficiencies of ad hoc tribunals*
    - *complement national judicial systems*
    - *Criticisms of the court*

Transfer Goals

Students will be able to independently use their learning to view interactions of civilizations, cultures, and peoples with greater perspective and empathy.

Students will be able to independently make connections between different roles of countries during war.

Resources

Text Books:

-History of Genocide

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-Eyewitness Accounts by Timorese Refugees

-Bangladesh Women "tell the World our Story"

-Cambodia Testimony

-White House Statements on Genocide Awareness

-Interview Transcript from President Obama on Armenian Genocide Awareness

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Internet & Digital Source Videos:

-First They Killed my Father Movie

-The Killing Fields Movie

-ICC Video Clip "origins of the ICC"

-ICC Video Clip "Limitations of the ICC"

-ICC Video Clip "What the ICC Brings to Trial"

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

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Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit