Unit 04: Genocides and Crimes Against Humanity on the African Continent

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

Standards

	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
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.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
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.
	Governments around the world support universal human rights to varying degrees.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
	Human and civil rights support the worth and dignity of the individual.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
	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.

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

How imperialism compares with genocide.

- 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 can the difference between Imperialism and Genocide be categorized?

Why was the international community so unwilling to intervene to stop the genocide in Rwanda?

What role did Belgian colonialism play in paving the way for the Rwandan genocide?

To what extent is there correlation between the Herero Genocide and the later Nazi Holocaust?

How much (if any) responsibility can you place on European imperialism for the contemporary problems in Africa?

Discuss the role of the media in the Rwandan Genocide. Do this in two parts: Rwandan Media; International Media

To what extent should America be in Darfur?

Knowledge and Skills

- **Identify genocides and crimes against humanity that have occurred on the African Continent**
    - Herero & Nama Genocide
        - *Connections to Nazi Germany*
        - *General Luther Von Trotha*
        - *Shark Island*
        - *Dr. Fischer*
        - *Social Darwinism*
        - *Impact of lost colonies*
        - *Hitler's intercontinental imperialism*
        - *1st genocide of the 20th century*
        - *Death toll 60000+*
    - Belgian Congo
        - *King Leopold*
        - *Slave state…ivory and rubber*
        - *ED Morel, Sir Roger Casement, etc*
        - *Death Toll 10 million*
        - *Lack of acknowledgment*
        - *Current state of the Congo*
    - Rwanda Genocide
        - *Background*
        - *Earlier conflicts in Burundi*
        - *Assassination of president in 1994*
        - *Rwanda Patriotic Front*
        - *Hutu & Tutsi*
        - *Refugee crisis*
        - *Role of rape in genocide*
        - *Reconciliation*
        - *Gacacha trials*
        - *International response*
        - *Role of the media in promoting genocide*
        - *Lack of international media attention*
        - *Paul Rusesabagina*
        - *Death toll 900,000*
    - Darfur Genocide

        - *First genocide of 21st century*
        - *Sudanese civil war*
        - *Omar Al Bashir*
        - *Janjaweed*
        - *Nicholas Kristof, Brian Steadle*
        - *Save Darfur Coalition*
        - *Refugee camps*
        - *Tactics*
        - *Lack of international response*
        - *Death toll 300,000+*
        - *Failure of the Security Council*
        - *International politics role*
        - *ICC*

- **Examine more contemporary issues plaguing Africa**

    - Diamond Wars
        - Siere Leone
    - Proxy Wars
        - Cold war impact
    - Child Labor
    - Child Soldiers
        - Joseph Kony
    - Aids Epidemic
    - Poverty & violence
    - Corrupt Governments
        - Idi Amin
    - Apartheid
        - Nelson Mandela

- **Evaluate the role of imperialism in African problems**

    - Early examples
        - The Guanches
        - The Berbers
        - The Fernandinos
    - Rwanda (Imperialism role)
        - Separation by Belgians
    - Legacy of unstable governments, corrupt politics, separation of groups, mass murder, exploitation
    - Lack of acceptance, responsibility

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 analyze the role of media in influencing people's opinions and actions.

Resources

Text Books:

-History of Genocide

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-Testimony of Rwanda Survivors

-The Lesson of Rwanda

-US Says it Failed to Stop Killing in Rwanda

-Elie Wiesel Remarks at the Darfur Emergency Summit

-The Ongoing Exploitation of Africa

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

Internet & Digital Source Videos:

-Hotel Rwanda Movie

-Back Home Documentary

-Blood Diamonds Movie

-Sometimes in April Movie

-Devil Came on Horseback Movie

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

Assessments

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

Modifications

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