Unit 05: Genocides and Crimes Against Humanity on The America's

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

Standards

6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
	To better understand the historical perspective, one must consider historical context.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
	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.

Determine how native peoples in various continents have been subject to power and control by outsiders.

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

The best and worst within humanity that is evident in each 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

Why do so many people either deny or celebrate genocides against indigenous peoples?

To what extent was the Native American issue genocide?

To what extent should the concept of genocide be reworded to include crimes such as African Slavery?

How should America address the support we provided to countries that in turn committed gross human rights violations during the 1980's, for example Guatemala's?

Knowledge and Skills

- **Identify and evaluate the label of genocide with regard to the Native American experience**
  - *Spanish Conquistadors*
  - *Columbus and exposure*
  - *Colonist Role*
  - *American Government*
  - *Trail of Tears*

- *Andrew Jackson*
- *Homestead Act*
- *Dawes Act*
- *Carlie Indian Industrial School*
- *Elimination of the Buffalo as a tactic*
- *Reservations*
- *Wounded Knee, Sand Creek Massacre, Red River War*
- *"Indian Wars"*
- *Manifest Destiny…Relationship to Lebensraum*
- *Cultural genocide*
- *Mascots*
- *Cultural insensitivity*
- *Lack of understanding*
- *Celebrating genocide*

- **Debate African Slavery within the context of genocide**
  - *Kidnapping, rape, forced relocation,*
  - *Middle Passage*
  - *Zong Massacre, Amistad*
  - *Intent…difference between exploit and eliminate*
  - *Dehumanization*
  - *Role of African tribes, connections to imperialism*

- **Examine and evaluate instances of American coercion**
  - *Mayan Genocide*
    - *American backed government*
    - *Perception of communism*
    - *Scorched earth policies, murder, rape*
    - *Lack of acknowledgment*
  - *Reagan administration human rights violations*
    - *Support for non-communist governments*
    - *70,000 political killings in El Salvador*
    - *20,000 slain from the contra war in Nicaragua*
    - *200 political "disappearances" in Honduras*
    - *100,000-200,000 eliminated in political violence in Guatemala*
    - *Support of Apartheid*

- **Identify crimes commited by Chilian government**
  - *Pinochet*

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 look at power struggles and appreciate and accept differing values and beliefs.

Resources

Text Books:

-History of Genocide

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-Reagan & Guatemala's Death Files

-Acknowledging the Past Native Americans

-What Guilt Does U.S. Bear in Guatemala

-Department of Indian Affairs Apology Transcript

-Statement From The Lenape Tribe

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

Internet & Digital Source Videos:

-Amistad Movie

-Daily Show: Redskin Name

-SPLC Map of Confederate Statues

-Voices of Native Americans (Youtube clip)

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