Unit 06: Genocides and Crimes Against Humanity on The European Continent

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

Standards

6.2.12.HistoryUP.4.c	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.
6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
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.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
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.
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.
	History, Culture, and Perspective: Historical Sourcing and Evidence
	Historical sources and evidence provide an understanding of different points of view about historical events.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

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.

Why certain genocides are covered up and unrecognized.

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

How individuals can prevent the spread of racism and discrimination.

- 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

What has been the role of the modern Turkish state and its international supporters in denying the Armenian genocide?

On balance, how appropriate is the genocide framework to an analysis of Stalin's actions? Why do some Russians today look back on the Stalinist period with nostalgia?

Theorize the impact that the Holodomor and Armenian genocide may have had on Hitler?

"Genocide denial is the final crime in genocide." To what extent does this statement apply to the Armenian and Ukraine Genocides?

What criticisms have been made of the foreign (Western European and US) role in Yugoslavia's dissolution, and during the Bosnian war of the 1990s?

Knowledge and Skills

- **Theorize whether or not the concept of genocide should apply to historical examples.**
    - *The Crusades*
    - *Julius Caesar war in Gual*
    - *Gangis Khans invasion of Europe*
    - *Attila the Hun*
    - *Alexander the Great*
    - *Napoleonic Wars*

- **Examine the Armenian Genocide**
    - *World War I*
    - *Young Turk Government*
    - *Collapse of the Ottoman Empire*
    - *Tactics*
    - *1.5 million victims*
    - *Controversy*
    - *Inspiration of Hitler*
    - *Denial by Turkey*
    - *American refusal to recognize genocide*

- **Examine the Holodomor**
    - *Rise of Communism in Russia*
    - *Stalin*
    - *politically charged*
    - *Collectivizations*
    - *3-10 million victims*
    - *tactics...death by starvation*
    - *Bread basket of Europe*
    - *Ukrainian national identity*
    - *Targeted areas*
    - *Denial*
    - *Lack of recognition*
        - *Walter Durranty*
        - *Red cross*
        - *press, American public*
    - *Collapse of Soviet Union*
    - *Current crisis in Ukraine*
    - *Comparative famine-Irish Potato famine*
        - *absentee landlords*
        - *lack of relief from Britain*
        - *Difference...intent*

- **Examine the Bosnian Genocide**
    - *Background the collapse of Yugoslavia*
    - *Ethnic groups, Croats, Serbs, Albanians*
    - *Mass executions, rape, force relocation*
    - *Ethnic Cleansing*
    - *Radovan Karadžić*
    - *Srebrenica massacre*
    - *International Criminal Tribunal for the former Yugoslavia*
    - *Slobodan Milošević*
    - K.L.A. Kosovo Liberation Army fights Serbs
    - Račak massacre
    - International Response
    - NATO

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 discover how to publicize tragedies in the world and to be aware of "hidden" genocides.

Resources

Text Books:

-History of Genocide

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-Does History Matter: Ask the Armenians

-Anger, Drama at Mladic Genocide Trial

-Kardashians Raise Public Awareness on Armenians

-Quotes from Soviet Famine Genocide

-Survivor Testimony Holodomor

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

Internet & Digital Source Videos:

-Last Week Tonight: Armenia

-System of a Down Songs

-CBS Morning News Clip on Armenia

-Senator Mendez introducing Armenian Resolution Youtube Clip

-Back to Bosnia Documentary

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