Unit 4: Other Genocides

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **Five Weeks**
Status: **Published**

Summary

In the Holocaust and Genocide Studies course, students analyze the causes and effects of the Holocaust and other mass genocides while considering how atrocities like those of the past can prevented. Using a social science lens and an interdisciplinary approach, students examine the impact, destruction, and cultural trauma associated with the Holocaust and other genocides. Frameworks are provided to students to understand how escalation by perpetrators takes place and to compare and contrast the historical across time periods, contexts, and geographic areas.

This unit is part of the larger aforementioned course sequence and specifically focuses on other genocides. Whether motivated by self-preservation or by hatred, state authorities in other countries and other historical periods have precipitated mass destruction in the belief of their racial, political, ideological, or geographic superiority. In this unit, students will scrutinize incidents of genocide in other parts of the world. Underlying this unit is an intention that awareness of genocide episodes will inspire renewed efforts to help prevent future genocides. In addition to examining the phenomenon of genocide, this unit will urge students to support and be knowledgeable of groups that monitor violations of human rights and promote resolution of violent social conflict through peaceful negotiation.

Revised: August 2023

Standards

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.

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.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

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.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- Why have other genocides occurred?
- How can future genocides be prevented?

Enduring Understandings:

- Article II of the Genocide Convention can be used to analyze and classify incidents as genocides.
- Genocide Watch's Ten Stages theory helps one understand how and when a genocide may be occuring; at each stge, preventive measures can stop it.

Objectives

Students will know:

- key terms, concepts, and personalities: 10 Stages of Genocide, United Nations, Universal Declaration of Human Rights, Refugees, Geneva Convention
- genocides have taken place in an number of other places, including, but not limited to the United States (Indigenous people), Armenia, Ukraine, Rape of Nanking, Cambodia, Bosnia, Rwanda, Darfur.
- the various organizations that are committed to the elimination or reduction of genocide.
- steps they can take as individuals and in groups to try to prevent genocide.

Students will be skilled at:

- analyzing documents, stories, photos, and film in regard to other genocides.
- comparing documents and testimonials in regard to other genocides.
- discovering causes and effects in regard to other genocides.
- locating the places on a map that have experienced genocidal episodes, in time and space.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Introduction to Other Genocides Analysis - Students will view Hotel Rwanda to compare the Rwandan genocide to the key phases of the Holocaust. Students will also analyze the response (or lack thereof) from the international community.

Zlata's Diary **Comparison** - Students will read, in full or excerpts, from *Zlata's Diary* and other primary sources and discuss.

Global Genocides Group Project - Students will create and present group work projects on other genocides using the 10 Stages of Genocide (Trail of Tears, Armenia, Ukraine, Rape of Nanking, Cambodia, Bosnia, Rwanda, Darfur). Students will review chronology of vital world events in this era for each genocide.

The Good Lie **Analysis** - Students will view *The Good Lie* to analyze the experience of Sudanese refugees and analyze the response of the international community.

Refugee Analysis - Students will create and present group work projects on human rights organizations.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Read parts of Facing History and Ourselves on the Armenian Genocide, "Creating enemies of the State: The Armenians" and have discussion.
- Read Zlata's Diary, and report on the pain and degradation inflicted upon the victims of the Bosnian

conflict.

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts as related to Genocide theory as discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Summative Assessments:

- Create and present group work projects on other genocides using the 8 Stages of Genocide.
- Investigate and report on current organizations that are working to reduce and possibly eliminate present and future genocides. Discuss how the activities of these organizations may serve to alert the world to potential genocide, war crimes or crimes against humanity. Examples include: (Amnesty International, Hate Watch, Anti-Defamation League (ADL), Southern Poverty Law Center, NAACP, Doctors Without Borders, The United Nations, Erase the Hate (MTV), Dith Pran, I*E.A.R.N., Save the Children, Human Rights Watch, International Working Group for Indigenous Affairs, Refugees International)
- Take objective tests/quizzes on key terms, concepts, events, and personalities

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Films: *Hotel Rwanda, The Good Lie*

Books: *Zlata's Diary, The Rape of Nanking, First They Killed My Father, The War Child, Refugee*

Echoes & Reflections - selected testimonies

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.