

Unit 4: African Genocides and Emerging Conflicts

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **4th Marking Period**
Length: **8-10 Weeks**
Status: **Published**

African Genocides and Emerging Conflicts

The latter half of the 20th century and into the current period has experienced an increase in genocide on the African continent. The dwindling imperialist ventures by Europeans in Africa left a void in power structure that would cause conflict across the continent. Overthrow of the Somali government in 1991 will lead to conquest and continued conflict in the region. Rwanda will see a rapid increase in violence between Hutus and Tutsis following a Hutu power movement which erupts into genocide in April 1994. The Arab state sponsored Janjaweed in the Sudan will target native black villages in the Darfur region for the entirety of the modern period. Outside of Africa, growing tensions and destabilization in the Middle East will cause the growth of terror organizations in nations like Syria spurring the world's worst modern humanitarian crisis to date.

The Rohingya, a Muslim minority in Burma, will be placed in internment camps after growing hate speech and dehumanization by the government. Genocidal events will continue to occur into the 21st century and will be covered in this unit they arise and are listed as early warning signs of genocide by the United States Holocaust Memorial Museum.

Transfer

Students will be able to independently use their learning to recognize the early warning signs of genocides and work to prevent it in their society.

Meaning

Understandings

Students will understand...

- genocide continues to occur in present day
- the causes and effects of conquest in Africa during the Age of Imperialism
- causes of various genocides in Africa

- divisions between ethnic groups in Rwanda
- political, social and economic divisions in the modern world
- the world is ever changing and new conflicts arise regularly
- early warning signs of genocide

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

- How does the international world respond to instances of genocide today?
- How can we stop genocide from this happening?
- Why is terrorism growing in the modern era?
- Why are people forced leave their countries?
- How can the knowledge of the past be useful in the present?
- What can I do to preserve human rights in the world today?
- How can I recognize when a conflict is growing into a genocide?

Application of Knowledge and Skill

Students will know...

Students will know...

- Key Terms, People and Places related to the Rwandan Genocide
- Key Terms, People and Places related to the Darfur Genocide.
- methods of destruction in African nations today
- major genocides in African

- the causes, impacts and rationale of the Rwandan Genocide
- current genocides and their impact on international politics today
- differences between slavery and genocide
- conquest as an element of destruction in Africa and correlate to the treatment of Native Americans by the United States
- solutions to the growth of terrorism, conflict and genocide in current events

Students will be skilled at...

Students will be skilled at...

- Defining and explaining Key Terms, People and Places related to the Rwandan Genocide
- Defining and Explaining Key Terms, People and Places related to the Darfur Genocide.
- Cataloging methods of destruction in African nations today
- Defining major genocides in African
- Examining the causes, impacts and rationale of the Rwandan Genocide
- Identifying current genocides and their impact on international politics today
- Differentiating between slavery and genocide
- Discussing conquest as an element of destruction in Africa and correlate to the treatment of Native Americans by the United States
- Developing solutions to the growth of terrorism, conflict and genocide in current events

Academic Vocabulary

- Imperialism
- Conquest
- Crimes Against Humanity
- Internally Displaced Persons (IDP)
- International Criminal Court (ICC)
- Militias
- Refugees
- War Crimes
- Hutu

- Tutsi
- Interahamwe
- Impuzamugambi
- Rwandan Liberation Front (RLF)
- hate speech
- vitriolic
- terrorism
- Darfur
- Sudan Liberation Movement
- Janjaweed
- African Union
- targeted divestment

Learning Goal 1: Rwanda

Students will be able to...

Trace the rapid breakdown of Rwandan society into genocide

- Trace the rapid breakdown of Rwandan society into genocide

LA.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.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the

workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.F.CS3

Collect and analyze data to identify solutions and/or make informed decisions.

Target 1: Define Key Terms related to the Rwandan Genocide

Define key terms, people and places related to the Rwandan Genocide

- Define key terms, people and places related to the Rwandan Genocide

LA.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Target 2: Breakdown of Rwanda

Identify and sequence the key events that lead to genocide in Rwanda

- Identify and sequence the key events that lead to genocide in Rwanda

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Target 3: Research attempts to stop Japanese atrocities during WWII

Research attempts by international organizations and Rwanda to bring about justice after the genocide

- Research attempts by international organizations and Rwanda to bring about justice after the genocide

LA.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.

LA.RH.11-12.6

Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Learning Goal 2: Darfur

Develop strategies to stop the genocide in Darfur

- Develop strategies to stop the genocide in Darfur

LA.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.

LA.RH.11-12.2

Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.RH.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.8

Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

LA.WHST.11-12.1

Write arguments focused on discipline-specific content.

PFL.9.1.12.A.5

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

PFL.9.1.12.A.12

Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

PFL.9.1.12.E.4

Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

PFL.9.1.12.E.5

Evaluate business practices and their impact on individuals, families, and societies.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Target 1: Key Terms, People and Places associated with the genocide in Darfur

Define and explain the key terms, people and places associated with the genocide in Darfur

- Define and explain the key terms, people and places associated with the genocide in Darfur

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
TECH.8.1.12.A.CS1	Understand and use technology systems.

Target 2: Help Darfur

Evaluate the effectiveness of international response to the genocide in Darfur

- Evaluate the effectiveness of international response to the genocide in Darfur

LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
TECH.8.1.12.A.CS1	Understand and use technology systems.

Learning Goal 3: Current Events

Investigate the continuation of genocide and acts of genocide as they emerge in modern society

- Investigate the continuation of genocide and acts of genocide as they emerge in modern society

LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

Target 1:

Discuss current examples of genocide as they emerge

- Discuss current examples of genocide as they emerge

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including
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analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

TECH.8.1.12.A.CS1

Understand and use technology systems.

Target 2:

Theorize methods and interventions that can be used to stop genocide and acts of genocide as they emerge

- Theorize methods and interventions that can be used to stop genocide and acts of genocide as they emerge

Summative Assessment

4th MP Benchmark: Chart and Graph Analysis

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include, but are not limited to, problem-based learning, projects, common assessments and other activities.

21st Century Life and Careers

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

- Analyze Primary Sources
- Field Trip

- Multimedia Analysis
- Projects
- *Teachers may select from the above list
- Cooperative Team Study
- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Homework
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

Accommodations/Modifications

Enrichment Opportunities: Holocaust and Genocide Studies Elective (Grades 11-12)

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can

include:

- Save Darfur Simulation (MTV)
- Hotel Rwanda Analysis
- RTLM Radio Discussion and Debate
- Restorative Justice Activity
- Modern Genocide Presentation Development

Unit Resources

- New Jersey Commission on Holocaust Education (2003). *The Holocaust and Genocide: The Betrayal of Humanity*. [A curriculum guide for grades 9-12]. Trenton, NJ.
- Anti-Defamation League (2016). <http://www.adl.org> [multiple resource materials].
- Stanton, Dr. Gregory (2016). *The 10 Stages of Genocide*. [Genocide Watch]. <http://genocidewatch.org/genocide/tenstagesofgenocide.html>. Washinton, D.C.
- Berenbaum, Michael (2005). *The World Must Know: The History of the the Holocaust as told in the Untied States Holocaust Memorial Museum*. Little Brown and Company. Boston, MA.
- Facing History and Ourselves Resource Database (www.facinghistory.org)
- United Nations (www.un.org)
- Drakulić, S., Ivić, M., & Drakulić, S. (2000). *S: A novel about the Balkans*. New York: Viking.
- United States Holocaust Memorial. Early Warning Signs of Genocide Database. (www.ushmm.org)
- Reliable News Sources
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- **New Jersey Commission on Holocaust Education Resources -**
<https://www.nj.gov/education/holocaust/curriculum/>

Interdisciplinary Connections

Please see attached interdisciplinary standards.