

Unit 6: Modern Genocides and Crimes Against Humanity

Content Area: **Social Studies**
Course(s):
Time Period: **Semester 2**
Length: **~ 8 Weeks / ~28 Class Meetings**
Status: **Published**

Unit Introduction

In the final unit, students will identify other examples of modern genocide and analyze the similarities and differences between them and the Holocaust. They will develop ideas to prevent future genocides from occurring and will debate the role and responsibility of the international community in ending genocides. Students will analyze the term "human rights" and whether human rights have universal applicability. We will examine various historical and contemporary practices that produce and violate human rights, with special attention to how processes of colonialism, capitalism, development, and humanitarianism have shaped experiences of social exclusion, oppression, and dehumanization, and the possibilities for human rights to shape humanizing alternatives.

In addition, students will evaluate historical and modern human rights violations and critically analyze and recommend possible solutions and actions that the international community, governments, and individuals should consciously work towards. Students will research and present on specific examples such as human trafficking, violence against women and children, gender oppression, other genocides, and other applicable crimes against humanity.

Standards

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.11-12.7	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.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think

	analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.i	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.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4	Students will assess responses to social inequality.
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

Essential Questions

- Whose responsibility is it to prosecute people for committing genocide?
- Does the UN Declaration of Human Rights have universal application?
- How are the international community, the United States, and individuals working to end human trafficking and other human rights violations?
- What are other examples of genocides and human rights violations since the Holocaust?
- How has the United States historically responded to genocide and other crimes against humanity in the world? What should be its role?
- What places in the world are currently "at risk" for genocide, and what can be done to prevent escalation?
- What is the impact of human trafficking compared to other illegal trades, such as drugs and weapons?
- What role does poverty play in human trafficking?
- How does the modern slave trade compare to historical slave trades?
- How and why are women and children oppressed in varying nations?

Content / Skills

Students will be able to **understand**:

- The similarities and differences between ongoing human rights violations worldwide and historical examples such as the Holocaust, slavery, etc.
- The different types of modern slavery that exist.
- The causes and effects of human trafficking.
- The comparisons between modern slavery and early American slavery.
- The significance of international poverty and how slave traders exploit the people.
- How are women and children are oppressed in varying nations

Student Tasks:

- **Students will** describe the UN Universal Declaration of Human Rights and its implications in international law.
- **Students will** discuss the relevance of the UN Declaration of Human Rights.
- **Students will** assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- **Students will** identify and research the various types of slavery that exist today.
- **Students will** describe the effects of human trafficking on its victims.
- **Students will** debate the responsibility of the United States and other international organizations have in working to end human trafficking and other human rights violations.
- **Students will** create ways in which they and their peers can address issues of prejudice, discrimination, scapegoating, bigotry, bullying, and human rights violations.
- **Students will** compare and contrast human rights violations worldwide with historical examples such as the Holocaust, slavery, etc.
- **Students will** evaluate the actions of individuals and organizations that have fought for human rights.