

Summit Public Schools
Summit, New Jersey
Holocaust and Genocide Studies
10th, 11th and 12th grade Elective
Semester Course

Social Studies Department

Written by Lauren Wells 2017
Updated by Frank Harpster 2022

Course Description: Mass violence, torture, and mistreatment of human beings are continuing aspects of humanity. This course will provide students with a greater understanding of the psychological, sociological, cultural, and political roots of Genocide, human cruelty, and mass violence. This half-year course begins with an in-depth analysis of the Holocaust, first looking at the term "Genocide" and then looking at the major flash points of this conflict, including a history of anti-Semitism, Jewish life before the Holocaust, Hitler's rise to power, Jews in Germany and Europe, World War II, Poland and the death camps, the Final Solution, resistance and rescue, the U.S.' response, liberation, and the Nuremberg Trials. The course will then transition to applying the concepts and factors that make the environment ripe for a Genocide and apply them to select case studies of Genocide globally. Students will examine other global genocides such as Armenia and Rwanda. Ultimately, this course seeks to uncover the various themes and patterns of Genocide, honor those who have been lost in ethnic conflict, and remember their history and legacy in order to prevent this pattern from occurring again.

Pacing Guide: for a half year course, there are 17 weeks of teaching new material a semester at SHS

Unit 1: The Making of Genocide—1.5 weeks

Unit 2: Targets, Perpetrators, Upstanders, and Bystanders of the Holocaust - 4-5 weeks

Unit 3: Life After Holocaust and Lessons Learned - 3 weeks

Unit 4: Select Case Study: i.e. Armenian Genocide (or other relevant case study) – 2-3 weeks

Unit 5: Select Case Study: i.e. The Rwandan Genocide (or other relevant case study) – 2-3 weeks

Unit 6: Genocid in Latin America 2-3 weeks

Unit 7: Social/Political Action in the 21st Century to Combat Genocide 2-3 weeks

Unit 1: The Making of Genocide

Standards

6.3.12.CivicsPD.
6.3.12.CivicsHR.1
6.3.12.GeoGI.1
6.3.12.EconGE.1
6.3.12.HistorySE.1
6.3.12.HistoryCA.12

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (eg visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Big Ideas: (*Unit Objectives / Content Statement(s)*)

1. Genocide and other ethnic conflicts do not happen overnight. Through a systematic scaffolding of discriminatory laws, prejudicial actions, and negative rhetoric (including but not limited to the widespread usage of propaganda) the conditions become prime for Genocide.
2. While the United Nations resolution was a step in the right direction to prevent future Genocides from happening, it still presents several flaws and shortcomings. The charter is limited by several significant shortcomings. These include the rhetoric of the charter itself, and the broad obligation of countries to act when the word Genocide is used. These are flaws that have had implications on future global conflict.
3. Genocide happens when there are "ingroups" and "outgroups." Once a group becomes an outsider through discriminatory laws, prejudicial actions, and negative rhetoric (including but not limited to the widespread usage of propaganda) conditions for Genocide become more favorable. This dehumanization of the out-group is a red flag indicator for genocidal actions.
4. The role of the authority figure is complex and important when studying how Genocides occur. Milgram teaches us that the role of conformity, especially when in the hands of someone with perceived authority, can be a powerful and essential weapon leading to Genocide.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What will students take away from studying the essential questions/enduring understandings?

How does a group (or an individual) become an outsider? How does this process lead to Genocide? How do circumstances and context play a role in people's choices? Example: How does fear distort people's reactions in times of crisis?	<i>Students will be able to analyze how prejudice and discrimination become a Genocide through the usage of primary and secondary source analysis.</i> Social norms teach its followers what is favorable, and what is undesirable. Whether religious, political, social, or economic in nature, these strict rules for conduct of behavior is at the root of ingroups and outgroups. Out groups are often discriminated against through negative rhetoric, prejudicial laws, and offensive propaganda. This dehumanization of these out-groups allows for Genocide and ethnic conflict to be carried out. <i>Students will be able to define and evaluate how our sense of responsibility informs our sense of identity and the choices we make in times of crisis.</i>
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What conditions (political, social, and economic) make Genocide possible?	Before studying the in depth case studies of the Holocaust and other global genocides, students must first get into the minds of those involved. How and why such events happen is often hard to grapple with and consider, and studying the human conditions that enable us to make certain choices bring students a step closer to understanding. While we will never fully understand the experiences of those who endured these atrocities, studying the conditions that make these events possible will help our global community get to a place where genocides cease to exist. <i>Students will be able to define and evaluate the conditions, choices, and policies that enable leaders and their followers to commit acts of mass atrocity and genocide.</i> One of the biggest takeaways from this course is that Genocide does not happen overnight. Genocide occurs after a long timeline of economic depression, social injustices, and political strife. For example, during the Holocaust, long seeded anti-semitism throughout Europe coupled with economic depression caused in great part by World War I and a leader who promised to fix the struggles within the country There are red flag warnings that lead to Genocide, and they must be addressed.
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Areas of Focus: Proficiencies (Cumulative Progress Indicators) Lessons Taught in the Unit	Examples, Outcomes, Assessments
6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	Instructional Focus: (2 weeks) Why study HGS: ● Reflect, remember, respond ● Dangerous speech ● Global genocides What is genocide? ● Gregory Stanton's 12 stages of genocide ● Raphael Lemlkin ● The United Nations

CCSS.ELA-Literacy.SL.9-10.1.a, CCSS.ELA-Literacy.SL.9-10.1.b, CCSS.ELA-Literacy.SL.9-10.1.c, CCSS.ELA-Literacy.SL.9-10.1.d, CCS.ELA-Literacy.RH.11-12.7	• The United Nations Declaration of Human Rights Ordinary people: • The Pyramid of Hate • Ingroups and outgroups Sample Assessments: • Formative Assessments: ◦ Examining the Genocide Charter ◦ What is being done about genocides webquest ◦ The universe of obligation • Summative Assessments: ◦ Analyzing the milgram experiment. Instructional Strategies: Interdisciplinary Connections • <i>English/Language Arts:</i> Students will be analyzing text such as the <i>Sneeches</i> to see how one becomes an in-group and an out-group.
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	• <i>Psychology/Sociology:</i> Students will be evaluating Milgram's famous experiment on authority and the role of conformity in order to see the conditions that made the Holocaust and other Genocides possible. • <i>World History</i> - students will be analyzing events from world history such as WWI as well as the Great Depression in order to see how circumstances lent themselves to Hitler's rise to power. Technology Integration • Students will be blogging experiences in class for homework on Google Classroom. • Students will be completing homework and group activities on their Chromebooks • The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives • Analysis of how global Genocides occur through the analysis of varying agents and factors that cause ethnic conflict. These are concepts that we are going to carry throughout the course.
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Text and resources:

Student resources:

- Raphael Lemkin's 1948 Human Rights Law
- Facing History Universe of obligation
- The Sneeches

- Martin Nemoller's poem: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007392> •
- Milgram Experiment video

Teacher Resources:

- *Facing History and Ourselves* universe of obligation
- *Facing History and Ourselves* models of classroom discussion

Unit 2: Targets, Perpetrators, Upstanders, and Bystanders of the Holocaust

Standards

6.3.12.CivicsPD.1;
6.3.12.CivicsHR.1;
6.3.12.GeoGI.1;
6.3.12.EconGE.1;
6.3.12.HistoryCA.1;
6.3.12.HistoryCA.2
6.2.12.CivicsHR.4.a
6.2.12.CivicsPI.4.b
6.2.12.CivicsPI.5.a
6.2.12.CivicsHR.5.a
6.2.12.CivicsHR.6.a

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCS.ELA-Literacy.RH.11-12.8 - evaluate an author's claims, reasoning and evidence by corroborating or challenging them with other sources.

Big Ideas: Course Objectives / Content Statement(s)

1. The distinctions between those who “fit” the Aryan race and those who did not were strictly man made, and subsequently, man enforced. More importantly, these distinctions between “us” and “them” that made the Holocaust happen. Those who were deemed to be outsiders were dehumanized, had their rights stripped away from them, identity stolen, and ultimately had their lives taken because of it.
2. Genocides, specifically the Holocaust as referenced here, was made possible because of scapegoating. The idea of scapegoating, and who is deemed unworthy as mentioned above with the “us” v. “them” phenomenon in a sociological sense is important when studying how Genocides happen and, more specifically, who they happen to.
3. The idea of loss in Genocide is complex and can mean a great deal of varying concepts. Loss, in its most traditional sense, means loss of life. Loss in Genocide can, and should also broaden its definition to include loss of culture, heritage, identity, possession, family, among many other ideas and concepts. Loss can also be extended to include what was lost in the distant future because of Genocides. Jewish intellectuals were killed for their education and knowledge. Who knows what next great invention or future peace maker was loss to acts of Genocide. While the idea of loss is nothing new, looking at exactly what was lost, and how to evaluate the severity of loss should also be studied.
4. The roles of perpetrator, victim, bystander, and rescuer are not set in stone. Various circumstances muddy the lines between who is good and who is evil during complex and fast moving events such as Genocide.
5. The Holocaust in the final solution sense was a long and winding road. Factors such as reparations from World War I, German Economic Depression, long-rooted anti-Semitism in Europe, and political strife were all conditions and factors that allowed Hitler, a charismatic leader who promised prosperity and justice, to rise to power.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What will students take away from studying the essential questions/enduring understandings?

What are the consequences when a group is removed from a nation or individuals sense of responsibility?

Students will be able to analyze how certain groups were targeted during the Holocaust and how they became the "outgroup" and consequently removed from the sense of obligation of German society.

In the beginning of the course, students analyzed their own universe of obligations and decided what would cause them to put themselves into harms way for another. What happens when a group is removed from a person, a communities, or nations universe of obligation? What causes this removal? What are the consequences of this removal? In order to better understand HOW the Holocaust happened, we first need to examine the root causes of why target groups became removed from Nazi perpetrators, collaborators, and European/global bystanders universe of obligation.

How do words, ideas, and images become actions?

Students will be able to discuss and interpret how during the Holocaust, words, ideas, and symbols became violent action, and eventual mass murder through the analysis of various forms of Nazi propaganda and eventual carrying out of violent programs such as Kristallnacht.

In school, students often hear sentiments regarding why we as a collective society to think about the impact of our words on others. This concept also applies to the Holocaust when studying HOW the Nazi party gained many followers of not only their broader olitical agenda, but also of their final solution against the Jewish population and other target groups. In order to analyze the role of propaganda, students must also understand why this propaganda was effective and how it made those subjected to it feel and respond.

During the Holocaust, what distinctions were made between "us" and "them"? How were those distinctions created?

Students will be able to discuss and interpret the distinctions between "us" and "them" during the Holocaust and identify where these distinctions came from and how they were carried out.

Social identifications are man made, and sociologically speaking, it is these identifications that are at the root of ingroups and outgroups. There is no gene for racism and hatred, there are only followed social norms and perceived social mores. In order to properly study the holocaust, we must look at how The Jews, the Roma and Sinti, homosexuals, the disabled, political dissidents, and other groups became outlasted in the eyes of those who were deemed Aryan. Society creates these distinctions and it is important to see how they were made, and even more importantly, how they were enforced.

What do the roles of perpetrator, victim, bystander, and rescuer look like when studying Genocide? Do these roles always stay constant?

Though the analysis of primary source testimony during the Holocaust, students will first define, and then evaluate the roles of bystander, perpetrator, victim, and rescuer. Students will then apply these definitions to varying scenarios and apply these definitions to

What choices do people make that allow collective violence to happen, or not happen?

evaluate whether these definitions and those that fit them stay constant

The roles of perpetrator, victim, bystander, and rescuer do not always stay constant, nor do individuals simply fill one role in a Genocide. For example, there were Jewish Police officers in the ghettos who were responsible for keeping order as well as rounding up individuals and families for transport. While they were housed in the ghettos themselves, many residents in the ghettos did not view them as victims, rather perpetrators for carrying out the acts that they were instructed to do. Similarly, there were cases of Nazi officials who saved Jews from inevitable death.

Students will be able to interpret and discuss the roles that individuals made during the Holocaust and assess the choices that were made through the usage of primary source testimonials.

It is easy to judge those who acted as perpetrators and bystanders during the Holocaust, and the roles that individuals took and the choice they made are important to analyze. While these choices may not be understood or agreed upon, it is important to see why these choices were made. Additionally, those who were perpetrators in the beginning of the Holocaust might have also rescued individuals, and those who were victims of the Holocaust might also have sold out their neighbor or aided in the transport of Jews from the ghettos. These definitions and the people who fit them, much like world around them, were not neat and easily compartmentalized, and it is this variation and fluidity that students will study throughout this unit. It must also not be forgotten that there were resistance movements during the Holocaust that impeded the work of the Nazis during this time period as well. Whether it was clergy baptizing Jewish children into catholicism to save their lives, families hiding their neighbors or those who were homeless in their crawl spaces or barns, or those segregated in the Ghettos or transported to the concentration camps that revolted against their captors, there were those who made the choice to stop the violence, if even just for a few hours.

Students will be able to analyze how those who endured the Holocaust experienced themes of identity, home, the future, and guilt similarly and differently.

Students during this unit will have an opportunity to work with primary source testimonial from those who endured the Holocaust. Because these individuals are not here for us to converse with, it is interesting to thread their experiences together using various themes. It is often said that Holocaust Education is important because it gives a voice to a lost generation, and that is exactly what this unit intends to do. By comparing victim testimonies and compare their experiences grappling with identity and how their identity was changed (through aryanization) or how their religious identity was used against them, or by analyzing the role that guilt played either guilt for surviving or guilt for being Jewish as many of

How are the themes of identity, home, the future, and guilt seen throughout experiences of those who endured the Holocaust seen?

	the testimonials allude to. By threading these themes together and analyzing how these testimonials differ
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Areas of Focus: Proficiencies (Cumulative Progress Indicators) Lessons Taught in the Unit	Examples, Outcomes, Assessments
6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistoryCA.1; 6.3.12.HistoryCA.2 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.CivicsHR.6.a	Instructional Focus: (5 weeks) ● Jewish Life Before the Holocaust: ○ (Timeline) Quick history of Anti-Semitism ○ How do we know what we know about the Holocaust? ○ How did the Holocaust get its name? ○ Why target the Jews? ○ Protocols of the elders of Zion ● Hitler's Rise to Power: ○ Hitler's Early years 1908, 1919) ○ The Weimar Republic ○ Mein Kampf (Hitler during 1919, 1923, 1925) ○ Who joined the Nazi Party? ○ Hitler Rises to power (1932, 1933) ○ Burning of the reichstag ○ Fascism ○ Early concentration camps ○ Goebbels, Goring, Hedrich, Himmler. ● Dehumanization and the Third Reich ○ Scientific racism/euthanasia ○ The eternal jew ○ The Nuremberg laws ○ Kristallnacht ○ Destruction of Jewish culture ○ Deportations and transportation ● Life in the Ghettos: ○ Warsaw ■ The creation of Warsaw ■ Warsaw ghetto uprising ○ Krakow ■ Deportation ■ The pharmacist of Krakow ○ Terezin ■ Isolation cells ■ Mass extermination ■ Propaganda at terezin ● Concentration and Death Camps ○ Wannsee Conference ○ Einsatzgruppen ○ Deportations ○ Concentration Camps ○ Killing Centers ○ Auschwitz 1 ■ Block 11 ○ Josef Mengele ○ Auschwitz II

CCSS.ELA-Literacy.RI.9-10.1,
CCSS.ELA-Literacy.RI.9-10.2,
CCSS.ELA-Literacy.SL.9-10.1.a,
CCSS.ELA-Literacy.SL.9-10.1.b,
CCSS.ELA-Literacy.SL.9-10.1.c,
CCSS.ELA-Literacy.SL.9-10.1.d,
CCS.ELA-Literacy.CCRA.R.2,
CCS.ELA-Literacy.CCRA.R.6,
CCS.ELA-Literacy.RH.11-12.8

- Gas chambers
- Crematoriums
- Zyklon B
- Treblinka

● **Non-Jewish Target Groups of the Holocaust:**

- Roma and Sinti
- Homosexuals
- The mental and physically disabled
- Polish Citizens
- Intellectuals
- Journalists
- Soviet POWs

● **Resistance**

- Warsaw Ghetto Uprising

- Oneg Shabbat
- Tito's partisan army
- Religious resistance

- **America and the Holocaust**

- December 17th 1942
- pro-Nazi rally at Madison Square Garden
- German boycott
- Nazism in america (Ford)
- The War Refugee Board
- American newspapers and the Holocaust
- Eisenhower and the Holocaust

Sample Assessments:

Formative Assessments:

- Jewish Life before the Holocaust
- Mindmapping Hitler
- Analysis of testimonials
- Memorials for non-Jewish targets

Summative Assessments:

- Antisemitic children's book analysis
- I never saw another butterfly analysis
- Adopt a Survivor Project

Instructional Strategies:

Interdisciplinary Connections

- *English/Language Arts*: Students will be deeply analyzing diary entries and primary sources. These sources include diary entries from *Salvaged Pages*.
- *Art and Multimedia*: students will be analyzing Nazi propaganda in order to determine how victims of the Holocaust were dehumanized, and how that dehumanization allowed for Holocaust and the Final Solution to be carried out.
- *21st century /civics*: students will be analyzing choices that individuals made throughout the Holocaust, and how those choices led the Final Solution to be carried out. Students will also be examining the Nuremberg Laws in order to see how the Final Solution was carried out.

Technology Integration

- Students will be blogging experiences in class for homework on Google Classroom.
- Students will be completing homework and group activities on their Chromebooks

	• The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives • Liberation: students will examine the reaction of varying countries to the end of the holocaust as well as the countries who took, or did not take refugees during the early years of the Holocaust. • Students will also be examining Jewish life before the Holocaust. Students will be deeply engaging with Jewish Culture previous to the Holocaust and comparing it to their own.
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Text and resources:

Student Resources:

1. Anti-Semitic Children's literature

- *The Poodle-Pug-Dachshund-Pinscher*
- *The Poisonous Serpent*
- *The Tapeworm*
- *The Bacterium*
- *An Appeal to the Youth of the World*
- *Trust No Fox on his Green Heath, And No Jew on his Oath*

2. USHMM Photograph Archive – Jewish Life Before the Holocaust

- <https://www.ushmm.org/outreach/en/gallery.php?ModuleId=10007689&MediaType=PH>
- <https://www.ushmm.org/outreach/en/gallery.php?ModuleId=10007689&MediaType=O>

3. Nazi Propaganda

- <https://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&MediaType=PH>
- <https://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&MediaType=FI>

4. Documentary Films:

- <http://www.paperclipsmovie.com/>
- Butterfly project video

5. *I Never Saw Another Butterfly* artwork and poems

6. Diaries of victims or survivors:

- Salvaged Pages and accompanying primary sources from *Facing History*

7. Primary and secondary sources on Resistance movements during the Holocaust

8. Righteous among the nations stories

- <http://www.yadvashem.org/yv/en/righteous>
- <https://www.yadvashem.org/yv/en/righteous/stories>

Teacher Resources:

1. Facing History and Ourselves – lessons and activities on the Holocaust
2. Echoes and Reflections – lessons and activities on the Holocaust.
3. Returning Home documentary: *The Last Days*
 - a. <http://www2.d125.org/~dargentar/TheLastDays-StudyGuide.pdf>
 - <http://www.filmeducation.org/pdf/film/LastDays.pdf>
4. America and the Holocaust: <https://www.youtube.com/watch?v=tlzbWW5yF9Q>
5. Holocaust resources at Calvin College
6. [Tour of the Anne Frank House online](#)

Unit 3: Life After the Holocaust and Lessons Learned

Standards

RH 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

6.3.12.CivicsPD.1;

6.3.12.CivicsHR.1;

6.3.12.GeoGI.1;

6.3.12.EconGE.1;

6.3.12.HistorySE.1;

6.3.12.HistoryCA.12

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCS.ELA-Literacy.RH.11-12.8 - evaluate an author's claims, reasoning and evidence by corroborating or challenging them with other sources.

Big Ideas: *Course Objectives / Content Statement(s)*

The idea of justice was complex after the Holocaust. Who was tried for crimes during the Holocaust, the severity of their sentence, and whether or not justice can ever be served for an atrocity such as this came into question.

Looking at how events are memorialized and how they are remembered are just as important as learning about the event itself. During the course of this unit, students will see that studying an event is only half the story. Analyzing how moments of time are memorialized, the stories that are told about events, and the moments that are portrayed in media to preserve the event are just as important as studying the history itself. Additionally, students will also see how survivors chronicle their experiences as they work to build memorials of their own.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What will students take away from studying the essential questions/enduring understandings?

What is the responsibility of the Global Community to act during times of Genocide?

Students will be able to analyze and discuss the moral and political choices that countries made and make during times of crisis and what political, social, and economic concerns go into making those choices.

After WWII and the Holocaust, the United Nations and subsequent organizations were created to prevent such atrocities from happening again. Since this event, the United States and the global community has been grappling with when, if, and how to

	intervene in conflicts. Today, with the advancements in technology in specific regards to the
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Is justice possible after Genocide? Can justice be achieved after Genocide?

What was life like for the survivors, both individually as well as globally, of the Holocaust?

Why is the Holocaust something to discuss, teach, and learn? Do we have a moral obligation to remember and preserve this history?

How can we apply the lessons from the Holocaust to today?

internet, transportation, and weaponry, this globalization and intervention debate has become increasingly heated and vital. This discussion is not just historical, it is also current events and deserves discussion and application in this course of study.

Students will be able to discuss the idea of justice after the Holocaust by researching the Nuremberg laws, including recent cases of Nazi's being tried and sentenced for their crimes, in order to determine whether or not justice for an atrocity such as Genocide can ever be done.

Justice, both restorative and retributive, are ideas that we are going to come back to after every Genocide we study. Can those who carried out such atrocities ever be forgiven? Will a jail sentence for those who carried out the Holocaust fix the damage that was done? If individuals who carried out these acts were afraid of getting killed themselves, are they to be blamed? Are Nazi's that also rescued individuals during the Holocaust also to be put on trial? Should Jews who loaded the train cars to transport their neighbors to Auschwitz and other death camps be punished? These are all questions that historians are still grappling with today.

Students will be able to discuss and analyze the problems that survivors faced after returning home and trying to rebuild their lives after The Holocaust by listening to survivor testimony.

In classes atypical of this elective teach the Holocaust, the discussion of it often ends with liberation and the Nuremberg Trials. This however, distorts the reality that the Holocaust and antisemitism did not end with the conviction of the perpetrators of it. By studying the lives of survivors after the Holocaust, students are left with a more complete picture of not only the event, but how this tragedy shaped the global schema since.

Students will debate and defend their opinion on why the Holocaust should be taught and studied through the analysis of varying sources and mediums of media of the event.

The rationale behind teaching the Holocaust is immeasurable and unquantifiable. During the course of not only this class, but through the course of this unit, students are going to explore for themselves why this history is important to study. The idea of preventing Genocides from happening again is a seemingly impossible and unachievable task, but the act of prevention starts with education, something that we are seeking to accomplish with this content.

Students will be able to evaluate the long term importance of learning about the Holocaust and what lessons are learned from studying and remembering the past.

	When studying only the facts and timelines of historical events, the meaning behind those events often become muddled and
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	undiscovered. However, each historical moment carries with it lessons for the future. If we are to prevent genocides from continuing to occur, we must first uncover the lessons of that event and carry them with us into the future. Learning from the past is an essential part of not only this course, but also an important skill to develop and utilize outside of the classroom environment.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Lessons Taught in the Unit	Examples, Outcomes, Assessments
6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	Instructional Focus (3-weeks) Life after The Holocaust (TRANSITIONAL JUSTICE) Memorialization • Potential Examples • Roma and Sinti memorial • Berlin Holocaust Memorial • Memorial of names at Auschwitz I • Book Burning memorial in Berlin • Deportation memorial in Berlin • Memorial of ashes at Terezin • Umschlagplatz memorial in Warsaw • The concept of sinking memorials • Selfies at memorials (discussion) Establishment of Israel Liberation Displaced Persons camps Anti-Semitism today Sample Assessments: Formative Assessments: • Letter to the art class • Discussion on memorialization • The Last Days documentary Summative Assessments: • Adopt a Survivor project • Socratic on Nuremberg Instructional Strategies: Interdisciplinary Connections • <i>English/Language Arts</i>: Students will be reading an independent book of their choice that discusses the Holocaust. Students will be evaluating this book for how it discusses and remembers the Holocaust. • <i>Art and Multimedia</i>: students will be working to create their own memorial through the analysis of Holocaust art,

CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.RI.9-10.2, CCSS.ELA-Literacy.SL.9-10.1.a, CCSS.ELA-Literacy.SL.9-10.1.b, CCSS.ELA-Literacy.SL.9-10.1.c, CCSS.ELA-Literacy.SL.9-10.1.d, CCS.ELA-Literacy.CCRA.R.2, CCS.ELA-Literacy.CCRA.R.6, CCS.ELA-Literacy.RH.11-12.8	poetry and song. Technology Integration • Students will be blogging experiences in class for homework on Google Classroom. • Students will be completing homework and group activities on their Chromebooks • The teacher will post lessons, materials, and notes on the classroom website.
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	Global Perspectives • Students will be looking to see how the Holocaust has been commemorated globally through song, art, poetry, and traditional memorials.
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Text and resources:

Student resources

1. Primary source documents and pictures about Jewish Refugees before/During the Holocaust

2. Primary source articles of newspaper coverage of the Holocaust
 - a. New York Times Articles
 - b. Summit Herald Articles
3. Nuremberg Trials primary and secondary source videos
4. Primary Source videos:
 - a. Watcher of the Skies -- Facing history and Ourselves
5. Documentary: the last days
6. *Forgetting is Dangerous* Poem

Teacher Resources

1. Facing History and Ourselves – lessons and activities on the Holocaust
2. USHMM resources
3. Echoes and Reflections – lessons and activities on the Holocaust.

Unit 4: The Armenian Genocide

Standards

6.3.12.CivicsPD.1;
 6.3.12.CivicsHR.1;
 6.3.12.GeoGI.1;
 6.3.12.EconGE.1;
 6.3.12.HistorySE.1;
 6.3.12.HistoryCA.12

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCS.ELA-Literacy.RH.11-12.8 - evaluate an author's claims, reasoning and evidence by corroborating or challenging them with other sources.

CcS.ELA-Literacy.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (eg visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Big Ideas: Course Objectives / Content Statement(s)

1. The word Genocide was coined because of the events of the Armenian Genocide and the Holocaust. It is important and essential to look at not only how mass atrocities happened, but what the obligation of the world community is to stop it. We must look at what the obligation of the world community is to stop a Genocide, and when the world community should act.
2. The Armenian Genocide predated the Holocaust, and the parallels are many. Genocide is not inevitable, and it is preventable. It is interesting to note that every Genocide goes through the various stages and phases of development including emotions, ideologies, incubation, and implementation. Hitler and the Nazi's took note of these phases and implemented their Genocide according to these phases and learned from the Young Turks. To note and be able to define these red flags are as just as important as learning about the victims and perpetrators of the Genocide itself.
3. The problem of denial is that it not only inaccurately re-writes history, but it does not allow for the healing and rehabilitation process of the victim group. It is often noted that the Armenians have since gone through an incomplete mourning process, because they are not afforded the opportunity to learn what happened to their culture, heritage, and ancestors. If we cannot learn from the past, we cannot prevent similar events from happening In the future.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What will students take away from studying the essential questions/enduring understandings?

Why did the Turks target the Armenians?

Students will define, discuss, and analyze why the Turks targeted the Armenians, and how the distinction between the ingroups and outgroups were made during the Armenian Genocide.

Why is the Armenian Genocide known as the “Forgotten Genocide”? How do the events in Armenia fit with the legal definition of Genocide? What are the parallels between the Holocaust and the Armenian Genocide? What is the obligation of the world community to act when acts of Genocide are presented?	The idea of ingroups and outgroups when discussing and deeply analyzing Genocides should occur at the beginning of any unit or discussion. In the case of the Armenians, Christians in the Ottoman Empire were specifically targeted for annihilation and deportation. The question that any Genocide brings up is, why and HOW were these groups targeted. Together, students will research and analyze how the christians were targeted as they begin to put together a timeline of events. <i>Students will be able to discuss and analyze what historical, political and social events led to the Armenian Genocide to be “forgotten.”</i> History and time has not been kind towards the Armenians and their plight. Due to the denial of Turkish officials, both past and present, the Genocide has been forgotten. The history of the Armenian people, both literally with the destruction of churches and literally with the passage of time, has been forgotten. Hitler once affirmed this belief when he said “Who, after all, speaks today of the annihilation of the Armenians.” With this unit, students and their future generations will speak of the annihilation of the Armenians. <i>Students will be able to analyze and explain the ways in which the Armenian Genocide enumerates the legal definition of Genocide as stated in the Convention on the Prevention and Punishment of the Crime of Genocide. Adopted by the General Assembly of the United Nations in 1948.</i> Global political leaders have since struggled with calling Armenia a Genocide. Presently, Germany and Pope Francis have publically declared it an act of Genocide, but largely, the world remains silent on this issue. Together, using the Convention on the Prevention and Punishment of the Crime of Genocide, students will assess whether or not the events Armenia can be classified as a Genocide, and why the world community does not call it as such. <i>Though the analysis of primary source testimony and photographic evidence, students will be able to analyze and synthesize similarities and differences between the Holocaust and the Armenian Genocide.</i> Adolf Hitler, in a speech to rally his troops, said “Who, after all, speaks today of the annihilation of the Armenians” Germans were allied with the Ottoman Empire and Turkey during WWI, and were bystanders to the Genocide as the Young Turks sought to annihilate the Christians from their empire. Germans were the ones who chronicled the Armenian Genocide, and it is this experience that served as the basis for their own Genocide of the Jews and those deemed an enemy to the Third Reich. The parallels are many and frightening to study. It is, however, essential to recognize that should the warning signs of Genocide been recognized, the Holocaust and the millions of lives that were taken during it could have been spared.
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What happened to the Armenians and how did the Armenian Genocide impact the Armenian people and country moving forward?	<i>Students will evaluate and assess the moral and political obligation of global political organizations and countries to act in cases of Genocide by analyzing primary source evidence of responses.</i> Raphael Lemkin and his UN charter was inspired to create international law after he learned of the Armenians and their plight during the Genocide. Additionally, Lemkin lost 49 of his own family members, including his parents, during the Holocaust due to his Jewish lineage. Since his charter was established, the question of whether or not outside countries will intervene, and who looking back on the experience should have intervened is an interesting question worth investigating. <i>Students will evaluate and debate the current practice of Turkish denial of the Holocaust, and assess why countries such as Germany and religious leaders such as Pope Francis have publically declared the events in Armenia, a Genocide.</i> Given the tumultuous history that Turkey has had with accepting responsibility for the Genocide, it is crucial to evaluate what happened at the end of the Genocide. Today, this denial seems to be subsiding with countries such as Germany and religious leaders such as Pope Francis openly declaring the events in Armenia, a Genocide. This denial, however, begs the question, what has happened as a result of the denial. If we do not learn from our past, we are doomed to repeat the same mistakes in the future. What has happened to the Armenian people and the land and generations that were taken away from them will be the ending content of our discussion on the Armenian Genocide.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Lessons Taught in the Unit	Examples, Outcomes, Assessments
RH 1	Instructional Focus 1. The Armenian people and geography - o Hitler and the Armenian Genocide - o Armenia Before the Genocide - o Second class citizenry - o Decline of the Ottoman Empire - o Armenian Resistance - o The Armenians were viewed as a threat - o The young turk revolution - o Cicilan Massacre 2. Timeline of the Armenian Genocide - o Sultan Abdul Hamid - o City of Van burns - o Hamidian Massacre - o The Three Pashas - o Public hangings - o Children were killed - o Turkification - o Young Turk Directive
6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	

CCSS.ELA-Literacy.RI.9-10.1 , CCSS.ELA-Literacy.RI.9-10.2 , CCSS.ELA-Literacy.SL.9-10.1.a, CCSS.ELA-Literacy.SL.9-10.1.b, CCSS.ELA-Literacy.SL.9-10.1.c , CCSS.ELA-Literacy.SL.9-10.1.d , CCS.ELA-Literacy.CCRA.R.2, CCS.ELA-Literacy.CCRA.R.6, CCS.ELA-Literacy.RH.11-12.8, CCS.ELA-Literacy.RH.11-12.7	- o Mass deportations to the Dar El Zor desert - o Destruction of christian culture - o Armenia today
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	3. Work with personal testimony of the Armenian Genocide - o Guest speaker from the Armenian Church of Livingston 4. The Promise (cultural conflicts over acknowledging the Genocide) - o Cultural responses to the history of the Genocide (40 days of musa dagh book and failed movie) - o Backlash over the movie (including rival movie) 5. The global response to the genocide (denial) - o The three pashas after the Genocide (beginning of denial) - o Denial - o Did the US know what was going on? - o Henry Morgenthau - o World response to the Armenian Genocide - o Near East Relief Sample Assessments: Formative Assessments: • Armenians before the Genocide • Timeline of the Armenian Genocide • The promise analysis Summative Assessments: • Socratic on the power of denial Instructional Strategies: Interdisciplinary Connections • <i>English/Language Arts</i>: students will be engaging with non-fiction text in order to study the human, cultural, and political impact of the Armenian Genocide. • <i>21st century /civics</i>: students will be analyzing choices that individuals and countries made throughout the Armenian, and how those choices led to the Genocide to be carried out. Students will also be examining the deportation practices and the international response during this time period as well. Technology Integration • Students will be blogging experiences in class for homework on Google Classroom. • Students will be completing homework and group activities on their Chromebooks • The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives • In addition to the Genocide, students will be learning about Armenian culture and geography as we discuss life before the Armenian Genocide. • Global responses. Students will be analyzing the choices of various international organizations and countries and evaluating their responses during the Armenian Genocide.
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- o Articles linking the Armenian Genocide to the Holocaust:
 - o <http://www.thedailybeast.com/articles/2016/01/24/how-the-armenian-Genocide-shaped-the-holocaust.html>
 - o <http://www.meforum.org/3434/armenian-Genocide-hitler>
 - o <http://www.vhec.org/images/pdfs/armenian%20teachers%20guide.pdf>
- o Written testimonials of survivors of the Armenian Genocide
- o Video testimonials on the Armenian Genocide
- o *The Promise* -- movie on the Armenian Genocide

Teacher's resources:

- o Armenian Church of Livingston. <http://www.stmarynj.net/>
- o Armenian Genocide resource library for teachers: <http://www.teachGenocide.org/>
- o University of Minnesota Holocaust and Genocide resource center: <http://chgs.umn.edu/histories/armenian/> o
- Book: *The Burning Tigris*
- o Book: *Black Dog of Fate*
- o Book: *The Sandcastle Girls*
- o Book: *Survivors: An Oral History of the Armenian Genocide*
- o Book: *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus* o
- Book: *Forgotten Fire*
- o Book: *The Forty Days of Musa Dagh*
- o Book: *The Armenian Genocide: Evidence from the German Foreign Office Archives, 1915-1916* o Book: *Ravished Armenia (1918): The story of Aurora Mardiganian, the Christian girl, who lived through the great massacres*
- o Book: *It Must Not Be Forgotten: Memoirs of Pedro Baidarian - A Survivor of the Armenian Genocide* o
- Map: <http://www.armenian-Genocide.org/map-full.html>
- o Map: <http://www.teachGenocide.org/files/DocsMaps/Map%20of%20the%20Armenian%20Genocide.pdf> o
- Map: <http://www.mapsofworld.com/armenia/armenia-location-map.html>
- o *The Promise* Teacher guide

Unit 5: The Rwandan Genocide

Standards

6.3.12.CivicsPD.1;
6.3.12.CivicsHR.1;
6.3.12.GeoGI.1;
6.3.12.EconGE.1;
6.3.12.HistorySE.1;
6.3.12.HistoryCA.12.

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCS.ELA-Literacy.RH.11-12.8 - evaluate an author's claims, reasoning and evidence by corroborating or challenging them with other sources.

CCS.ELA-Literacy.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (eg visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Big Ideas: Course Objectives / Content Statement(s)

Like most Genocides, ethnic conflict starts with politically and societally made distinctions between “us” and “them.” The plight with socioeconomic, and then racial, distinctions came when Belgium colonized the country and gave Tutsis, despite the fact that they were technically in the “minority” more social, political, and economic power than the Hutus. Fast forward to when Rwanda gained independence from Belgium, these distinctions were deeply rooted in their society, and tensions continued to rise.

Not only did the Rwandan Genocide raise questions as to how can an ethnic conflict such as this happen, it also raised awareness and questioned the responsibility of the obligation of the world community to intervene. The United Nations Peacekeeping mission failed to prevent the red flag warning signs of Genocidal activity in the country. This failure on the part of UNAMIR (United Nations Assistance Mission for Rwanda) raised questions on the effectiveness of international organizations as well as the obligation of global communities to intervene in such conflicts.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What distinctions were made between “us” and “them” during the Rwandan Genocide?

Students will be able to, through the analysis of primary sources such as Identification Cards, analyze and evaluate why the Tutsis were targeted and how those distinctions between “us” and “them” came to be prior to the Rwandan Genocide.

How effective are tribunals for holding the perpetrators of the Genocide responsible? Can justice ever fully be served after genocide?

What role did the United Nations play during the Rwandan Genocide? What is the responsibility of the world community to intervene in cases of ethnic conflict?

What social, economic, political, and psychological effect Genocide had on Rwandans and other neighboring countries?

In every Genocide students are studying in this course, the distinctions between ingroups and outgroups are paramount to the understanding of how and why the conflict started and was carried out. Students are going to be evaluating how the distinctions between Hutus, Tutsis, and Twa were made, and why those distinctions were responsible for carrying out the Genocide.

Students will be able to research, evaluate, and discuss the Gacaca courts and their effectiveness of holding those responsible for Genocide accountable.

After the Holocaust, those who were perpetrators of the Genocide were held responsible with the Nuremburg Trials, and the Rwandan genocide held the Gacaca courts for the same reasons. During these trials, those who perpetrated the Genocide and acts of mass killing were confronted by the community and families they impacted. Complicating these trials, however, is that 80% of the country is Hutu, and how do you put 80% of a country under trial. Additionally, Hutus went back to living next to Tutsi families. Can a country ever truly heal after Genocide? What does a country do to heal after Genocide? All of these questions should be explored and evaluated, and will be throughout the course of this unit.

Students will be able to assess the role of the United Nations during the UNAMIR mission in Rwanda, and evaluate its effectiveness and pitfalls during the mission.

The UNAMIR Mission failed to prevent acts of Genocide, and the history of the Rwandan Genocide can not be told without analyzing this failed mission. The United Nations Assistance Mission in Rwanda (UNAMIR) failed to prevent the outbreak of Genocide in Rwanda. This failure raised questions as to the effectiveness of international organizations in preventing the spread of genocide in the region. Additionally, the failure of the global community, especially the failure of the United States to intervene, also raised questions as to what the responsibility of the world community to act is. After the Genocide, President Bill Clinton stated “never again” when referring to the responsibility of the international community to intervene. This unit seeks to discuss these questions to bring our world community closer to “Never Again.”

Students will be able to assess the long-term social, political, and economic effects of the genocide on Rwandans, especially in neighboring country Burundi and the central african region, by examining and evaluating current events on the subject.

Presently, Burundi is presenting warning signs for acts of Genocide, as they return to human rights violations between the Hutus and Tutsis in the country. In order to discuss prevention of Genocide, we must also look at how the country/ group has been impacted by Genocidal activity so as to prevent the region from falling into these acts again, as is the case with Burundi.

Essential Questions/Understandings <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Objectives of the Unit (SWBAT) <i>What will students take away from studying the essential questions/enduring understandings?</i>
	Instructional Focus: Misconceptions of Africa ○ How is Africa perceived? ○ Post colonialism's impact ○ White man's burden ○ Common media representations of Africa (as a whole) How did the Rwandan Genocide Happen: factors of the Genocide (intro) ○ Geography of Rwanda ○ Belgium's colonization of the country ○ Scramble for Africa ○ Belgium's Classifications: Hutu and Tutsi ○ Centuries of conflict (1933-1963)
6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	
CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.2 CCSS.ELA-Literacy.SL.9-10.1.a CCSS.ELA-Literacy.SL.9-10.1.b CCSS.ELA-Literacy.SL.9-10.1.c CCSS.ELA-Literacy.SL.9-10.1.d CCS.ELA-Literacy.CCRA.R.2 CCS.ELA-Literacy.CCRA.R.6 CCS.ELA-Literacy.RH.11-12.8 CCS.ELA-Literacy.RH.11-12.7	

	○ 1990 -- the beginning of the genocide ○ Arusha Accords after the civil war ○ Stockpiling of machetes ○ President Habyarimana ○ The RPF and the Interahamwe ○ Classification ○ Propaganda ○ Factors: environmental damage, lack of support, climate change, society's reaction Testimony of targets and perpetrators of the Rwandan Genocide International response to the Rwandan Genocide ○ UNAMIR ○ Relationship with France ○ The role that Black Hawk Down played ○ Bill Clinton and "never again" Justice After the Rwandan Genocide ○ Gacaca court system Sample Assessments: Formative Assessments: ● Misconceptions of Africa discussion ● Rwandan Genocide timeline ● Testimony analysis Summative Assessments: ● Socratic seminar on the global response ● Analysis on the Gacaca Courts. Instructional Strategies: Interdisciplinary Connections ● <i>English/Language Arts</i>: Students will be reading primary and secondary sources to analyze and discover the historical and sociological events of the Rwandan genocide. ● <i>21st Century Civics</i>: students will be examining the choices that international communities and individuals made during the Rwandan genocide. Technology Integration ● Students will be blogging experiences in class for homework on Google Classroom. ● Students will be completing homework and group activities on their Chromebooks ● The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives ● Students will be discussing the process of reconciliation and justice after Genocide. They will be analyzing the justice process and how countries have dealt with genocide after the events have happened. ● Students will be discussing the role and responsibility of the global community in acting when genocidal activity is under threat of ethnic conflict.
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Text and resources:

Student resources:

- Rwandan Genocide testimonies: <https://sfi.usc.edu/collections/rwandan>
- Hotel Rwanda - Film
- Critiques of Hotel Rwanda:
 - <http://www.reuters.com/article/2007/04/04/us-rwanda-genocide-film-idUSL0420968620070404>
 - <http://www.washingtonpost.com/wp-dyn/content/article/2006/05/09/AR2006050901242.html>
 - <http://www.theguardian.com/commentisfree/2011/nov/17/hotel-rwanda-hollywood-ending>
- Ghosts of Rwanda: <http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/>
- Genocide Archive of Rwanda:
 - http://www.genocidearchiverwanda.org.rw/index.php/Welcome_to_Genocide_Archive_Rwanda
- Rwandan Stories: <http://www.rwandanstories.org/>
- Library of Texas: Genocide Archive of Rwanda:
 - <http://www.lib.utexas.edu/taro/hrdi/00004/hrdi-00004.html>
- The Rwanda Documents project <http://www.rwandadocumentsproject.net/gsd/cgi-bin/library>
- United Nations Survivor Testimony:
 - <http://www.un.org/en/preventgenocide/rwanda/education/survivortestimonies.shtml>
- Documentary on the Gacaca trials: <http://www.gacacafilms.com/mnmk/>
- Who is responsible when Genocide occurs: <https://www.ushmm.org/educators/lesson-plans/who-is-responsible>
- Film: My Neighbor, My Killer
- Rwanda Today:
 - http://www.nytimes.com/2014/04/10/arts/television/coexist-about-rwanda-20-years-later-on-pbs.html?_r=0
- Rwandan genocide photo archives:
 - <http://www.nytimes.com/library/world/africa/index-rwanda-children.html>
 - <http://www.genocidearchiverwanda.org.rw/index.php/Category:Photographs>

Teacher Resources:

- Books:
 - *Eyewitness to a Genocide* - book
 - *We Wish to Inform You That Today We Will Be Killed With Our Families* -- Book
 - *Shake Hands With the Devil* -- Book
 - *An Ordinary Man* -- Book (hotel Rwanda)
 - *A People Betrayed* (role of the West) -- Book
- United Nations International Criminal Tribunal for Rwanda
 - <http://www.unictr.org/>
 - <http://www.unictr.org/en/tribunal>
- Human Rights Watch: Justice after Rwanda
 - <https://www.hrw.org/news/2014/03/28/rwanda-justice-after-genocide-20-years>
- UNAMIR -
 - <http://www.un.org/en/peacekeeping/missions/past/unamirS.htm>
 - <http://www.un.org/en/peacekeeping/missions/past/unamir.htm>
 - <http://www.bbc.com/news/world-africa-26917419>
 - <https://www.awm.gov.au/unit/U60680/>
- Rwandan Genocide speakers from Facing History -- <http://www.tfaforms.com/330475>

Unit 6: Genocide in Latin America

Standards

6.3.12.CivicsPD.1;
6.3.12.CivicsHR.1;
6.3.12.GeoGI.1;
6.3.12.EconGE.1;
6.3.12.HistorySE.1;
6.3.12.HistoryCA.12

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (eg visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Big Ideas: *Course Objectives / Content Statement(s)*

The origins of modern Latin America are deeply rooted in the Conquest -- the takeover of the Americas by explorers seeking economic advantage, missionaries seeking converts, settlers looking for a new life, entrepreneurs eager to exploit unspoiled resources. All of these dreams and aspirations were centered around a region already occupied by millions of Indigenous. Some scholars, like David Stannard, argue that the colonization of the Americas was/is the greatest genocide/holocaust in history. Others argue for a more nuanced approach to the Conquest. Definitions are a pesky thing and so the question of what genocide is, or what it should encompass, are often central to the debate.

We will look at the origins of the Conquest and see whether genocide is the appropriate prism by which to view that experience. We will then tackle a few case studies including the Guatemalan Civil War [1960-1996] with an emphasis on the slaughter of Mayan communities and the Indigenous communities of the Amazon. There are a large number of case studies that cry out for original research and we will attempt to touch on some of those cases.

Essential Questions/Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?

Objectives of the Unit (SWBAT)

What will students take away from studying the essential questions/enduring understandings?

Instructional Focus:

- **Genocide or Exchange?**
 - Columbus
 - Triangle Trade
 - Slavery

6.3.12.CivicsPD.1;
6.3.12.CivicsHR.1; 6.3.12.GeoGI.1;
6.3.12.EconGE.1;

6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	○ Maya ○ Inca
CCSS.ELA-Literacy.RI.9-10.1 , CCSS.ELA-Literacy.RI.9-10.2 , CCSS.ELA-Literacy.SL.9-10.1.a	

CCSS.ELA-Literacy.SL.9-10.1.b, CCSS.ELA-Literacy.SL.9-10.1.c, CCSS.ELA-Literacy.SL.9-10.1.d, CCS.ELA-Literacy.CCRA.R.2, CCS.ELA-Literacy.CCRA.R.6, CCS.ELA-Literacy.RH.11-12.7	○ Tenochtitlan ● Guatemala ○ Cold War ○ Guatemalan dictatorship 1984 ○ U.S. Role in Guatemalan Abuses ○ General Efraín Ríos Montt ● The El Mozote massacre ○ Atlacatl Battalion ○ FMLN ○ Salvadoran Civil War Sample Assessments: Formative Assessments: ● Never Again: Genocide Since the Holocaust ● Discussion on memorialization ● The Last Days documentary Summative Assessments: ● Student Case Studies ● Socratic on United States involvement in Latin America Instructional Strategies: Interdisciplinary Connections ● Civics: Students will be researching and evaluating the effectiveness of various global organizations who are seeking to aid and prevent Genocide. Students will also be engaged in social action. Technology Integration ● Students will be blogging experiences in class for homework on Google Classroom. ● Students will be completing homework and group activities on their Chromebooks ● The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives ● This unit asks students to research global organizations, and evaluate their work in regards to aiding in Genocide, and prevention measures.
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Text and resources:

Student Resources:

- Primary and secondary sources from current global genocides

- Not in our town - <https://www.niot.org/>
- Genocide Watch
 - <http://genocidewatch.net/alerts-2/new-alerts/>
 - <http://genocidewatch.net/alerts-2/interactive-map/>
- Genocide Prevention:
 - <http://www.enoughproject.org/>
 - <http://www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml>
 - <http://www.genocidewatch.org/howpreventgenocideic.html>

Teacher Resources:

- Enough Moment (Book)
- Genocidewatch.org
- *Stop Genocide Now*: <http://stopGenocidenow.org/about-us/>
- *Genocide Prevention from the US Holocaust Memorial Museum*:
 - <https://www.ushmm.org/confront-Genocide/defining-Genocide>
 - <https://www.ushmm.org/confront-Genocide/how-to-prevent-Genocide>
 - *Early Warning Project*:
<https://www.ushmm.org/confront-Genocide/how-to-prevent-Genocide/early-warning-project> ◦

What can I do? <https://www.ushmm.org/confront-Genocide/take-action-against-Genocide> ◦ *Preventing Genocide Blog*: <https://www.ushmm.org/confront-Genocide/preventing-Genocide-blog> • [Free2Choose project](#)

- [Memory Walk project](#)
- [Stories that move.com](#)

Unit 7: Social Action in the 21st century

Standards

6.3.12.CivicsPD.1;
 6.3.12.CivicsHR.1;
 6.3.12.GeoGI.1;
 6.3.12.EconGE.1;
 6.3.12.HistorySE.1;
 6.3.12.HistoryCA.12

CCSS.ELA-Literacy.RI.9-10.1 - cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 - Determine the central idea of a text and analyze how it is developed and refined by specific details; provide objective summary of the text.

CCSS.ELA-Literacy.SL.9-10.1.a - comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1.b - works with peers to set rules for collegial discussions or decision-making (e.g. informal consensus, taking key votes, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1.c - propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1.d - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCS.ELA-Literacy.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.

CCS.ELA-Literacy.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (eg visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Big Ideas: Course Objectives / Content Statement(s)

The first step towards preventing Genocide is Education, and that may come in different forms. Students will be engaging with content on how to prevent Genocide, and they will have the opportunity to educate others on where Genocide is currently happening, and what we can do as a global community on how to prevent it. If each of us can begin to see our brothers and sisters in the world community as equal, we have a chance to see a healthier earth. The New Jersey Commission for Holocaust education believes that “students need to recognize their own responsibility in making sure that Genocide does not happen again. We must all take action and respond whenever we see hatred, prejudice, and anti-Semitism.” This unit and course as a whole seeks to do just that.

The Holocaust, despite its occurrence several decades ago, still carries relevance today. Students must understand that the lessons of the Holocaust are present in our daily lives and directly connected to world events. The names and places may change, but the lessons are still applicable. Students will have an opportunity to see how modern day occurrences are presenting red flags for warning signs, and research where these issues stem from and what the global community is doing to prevent it.

Essential Questions/Understandings <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Objectives of the Unit (SWBAT)
What is currently being done to prevent Genocide around the world?	<i>Students will be able to, through research and analysis, examine and evaluate the steps that organizations are currently taking to prevent Genocide and whether or not those steps have been effective globally.</i>

What choices do people make in the face of injustice? What obstacles keep individuals from getting involved In their communities and the larger world? What factors encourage participation? Who is responsible for intervening against human rights atrocities? What is the obligation (moral/political) of a society or individual to intervene in conflict?	Because of Lemkin's 1948 United Nations Human Rights Declaration, Genocide is punishable crime against humanity, and organizations have stepped in to try and prevent future Genocides from occurring. This course not only seeks to discuss how Genocides happen, but also looks towards determining what organizations are doing to prevent Genocide, and how these organizations seek to eradicate conflict from occurring in the future. <i>Students will be able to apply the phases of Genocide covered in the beginning of the course as they research and examine how current Genocides happen, the international response, and discuss and analyze whether or not Genocides can be prevented.</i> The idea that Genocide can be prevented is not only a heartbreaking concept given the amount of lives that were lost in each case, but it is an essential one when studying Genocides. As previously discussed, there were warning signs that the Armenians were set for a doomed fate. The ability to identify warning signs, to pinpoint the moment that negative rhetoric becomes implementation of a Genocide is an important one, especially as we work toward stopping such events in the future. <i>Students will be able to analyze and assess how various organizations are working to intervene in and prevent human rights atrocities and evaluate why the global community is slow to act in times like these and the effectiveness of intervention.</i> The role of responsibility is a concept that students grapple with early on in the course, and it is an essential one when assessing WHO is to stop cases of genocide. In such cases where there is complex political social, environmental, and economic turmoil, the task of assigning responsibility to intervene is not always, or hardly ever, a cut and dry case. Students in this unit will look at what organizations are doing and what they can do as individuals to raise awareness and own some of the responsibility to intervene when human rights infractions are concerned, whether it is locally at their school or in their community, or on the world stage in cases of genocide in Sudan or Syria. <i>Students will be able to assess the role of responsibility in times of crisis by looking at organizations that are working towards eradicating human rights infractions globally.</i> Throughout the unit, we have been looking at international organizations' responses to times of crisis such as the Nuremberg Trials after the Holocaust and the UN involvement in Rwanda during the 1994 genocide. While there is a law on the books preventing genocide, the term genocide is loaded and worth studying. In order to do so, we need to first grapple with this idea of responsibility and whether or not it is moral and just to intervene in such conflicts.
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Essential Questions/Understandings <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Objectives of the Unit (SWBAT) <i>What will students take away from studying the essential questions/enduring understandings?</i>
	Instructional Focus:

6.3.12.CivicsPD.1; 6.3.12.CivicsHR.1; 6.3.12.GeoGI.1; 6.3.12.EconGE.1; 6.3.12.HistorySE.1; 6.3.12.HistoryCA.12	1. Researching current hotspots of genocide 2. Social Action in the 21st century project and socratic seminar
CCSS.ELA-Literacy.RI.9-10.1 , CCSS.ELA-Literacy.RI.9-10.2 , CCSS.ELA-Literacy.SL.9-10.1.a CCSS.ELA-Literacy.SL.9-10.1.b, CCSS.ELA-Literacy.SL.9-10.1.c, CCSS.ELA-Literacy.SL.9-10.1.d, CCS.ELA-Literacy.CCRA.R.2, CCS.ELA-Literacy.CCRA.R.6, CCS.ELA-Literacy.RH.11-12.7	Sample Assessments: 1. <i>Dear future Holocaust and Genocide students:</i> Students will write letters to future Holocaust/Genocide classes about what future students should expect to learn from the course and why they believe it is important to study this subject. 2. <i>Social Action project.</i> Students will complete a project of their choice that raises awareness of, and encourages action against, massive human rights violations. Steps of the social action project: a. . You must complete a social action, with evidence of you completing this assignment, to raise awareness of a human rights issue currently occurring. (45 points) b. You will write an INDIVIDUAL reflection of your campaign. c. Potential ideas for social action: i. Creating a letter campaign where individuals get together to write letters to their local and national political leaders to encourage action in these spots. ii. Speaking at a local event to raise awareness iii. Creating a fundraiser to donate to organizations designed to help support victims of the genocide of your choice. iv. Hosting a supply drive for refugees of genocide who have relocated locally Instructional Strategies: Interdisciplinary Connections ● Civics: Students will be researching and evaluating the effectiveness of various global organizations who are seeking to aid and prevent Genocide. Students will also be engaged in social action. Technology Integration ● Students will be blogging experiences in class for homework on Google Classroom. ● Students will be completing homework and group activities on their Chromebooks

	• The teacher will post lessons, materials, and notes on the classroom website. Global Perspectives • This unit asks students to research global organizations, and evaluate their work in regards to aiding in Genocide, and prevention measures.
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 - *Early Warning Project*:
<https://www.ushmm.org/confront-Genocide/how-to-prevent-Genocide/early-warning-project> ◦
- What can I do? <https://www.ushmm.org/confront-Genocide/take-action-against-Genocide> ◦ *Preventing Genocide Blog*: <https://www.ushmm.org/confront-Genocide/preventing-Genocide-blog> • [Free2Choose project](#)
- [Memory Walk project](#)
- [Storiesthatmove.com](#)