

# Catasauqua Area School District Planned Course of Study

**Course Title:** Genocide through Art, Literature, and Film

**Grade Level(s):** 11&12

## **Course Description**

This course will study the concept of genocide through the exploration of art, literature and film. We will explore the various definitions of genocide and crimes against humanity using the pyramid of hate and the eight stages of genocide. The definitions and stages will then be applied to historical and present day genocides including but not limited to indigenous people of North America, Armenia, the Holocaust, Cambodia, Rwanda, Bosnia, Syria, Darfur, and the Rohingya. Exploration of each genocide will include the reading of both fiction and non-fiction, an exploration of art created by victims, and the viewing of various genocide specific documentaries and films.

## **Essential Questions:**

### History Essential Questions:

- \*How is it possible for different people to interpret an event differently?
- \*How do perspectives help to define the attributes of historical comprehension?
- \*Why is time and space important to the study of history?
- \*What role does analysis have in historical construction?
- \*How does the historical context of someone's life influence who they are?
- \*What roles do multiple causations play in describing an historical event?
- \*How has social disagreement and collaboration been beneficial to American and Global societies?
- \*How does continuity and change within history influence your community today?
- \*What's the difference between opinion, belief, and fact?
- \*What is the role of information and media in a society?

### Genocide Essential Questions:

- \*Are genocides isolated events or a recurring repression of human rights?
- \*What are the warnings, signals, attitudes, and steps that lead to the occurrence of genocide?
- \*How does the international community, organizations, and nations respond to genocide?
- \*What tactics are used to re-build societies after a genocide? How are truth and reconciliation used?
- \*How are literature and art used to document genocide?
- \*What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts?

### **Competencies:**

- \*Demonstrate critical thinking skills and creativity in completing activities.
- \*Compare the interpretation of historical events considering the use of multiple perspectives and cause and effect relationships.
- \*Recognize that the interpretations of history are subject to change as new information is uncovered.
- \*Develop critical analysis skills as related to the interpretation of primary and secondary sources.
- \*Conduct research on historical events and people.
- \*Analyze how conflict and cooperation among individuals, groups, and organizations have influenced the development of society.
- \*Contrast the role social, political, cultural, and economic development has played in genocide.
- \*Assess government responses to incidents of ethnic cleansing and genocide.
- \*Demonstrate an understanding of the historical factors that lead to genocide.

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**Course Syllabus**

<b>Course Content</b>	<b>Tentative Timeframe</b>	<b>Assessment Anchors</b>	<b>State Standards</b>
Introduction: Definitions Of Genocide Raphael Lemkin UN Declaration of Human Rights Terms Associated with Genocide	1 Week	RH: 11-12.1-10  LiteracySL: 11-12.1 A-D 11-12.2-6	<b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
Pre-Holocaust Genocides: Slavery and Native American Genocides German SW Africa Armenian Genocide The Holodomor	1 Week	RH: 11-12.1-10  LiteracySL: 11-12.1 A-D 11-12.2-6	<b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
The Holocaust: Historical Roots Art	1 Week	RH: 11-12.1-10  LiteracySL:	<b>H:</b> 8.4.12. A-D 8.1.12.A-C

Literature Film Aftermath		11-12.1 A-D 11-12.2-6	8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
Cambodia: Historical Roots Art Literature Film Aftermath	1 week	RH: 11-12.1-10  LiteracySL: 11-12.1 A-D 11-12.2-6	<b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
Bosnia: Historical Roots Art Literature Film Aftermath	1 week	RH: 11-12.1-10  LiteracySL: 11-12.1 A-D 11-12.2-6	<b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
Rwanda & Sudan: Historical Roots Art	1 week	RH: 11-12.1-10  LiteracySL:	<b>H:</b> 8.4.12. A-D 8.1.12.A-C

Literature Film Aftermath		11-12.1 A-D 11-12.2-6	8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I
Rohingya in Myanmar & Syria: Historical Roots Art Literature Film Aftermath	1 week	RH: 11-12.1-10  LiteracySL: 11-12.1 A-D 11-12.2-6	<b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I

### Teaching Strategies Utilized

Modeling  
Direct Instruction  
Student-Centered Instruction: Flipped Classroom and Remote Learning  
Differentiated Instruction  
Debate  
Discussion/Journaling  
Instructional Technology  
Cooperative Learning  
Independent and Group Research  
Individual and Group Presentations  
Problem Based Learning  
Primary and Secondary Source Readings/Viewing  
Literature Circles  
Iconographic and Historical Art Analysis

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
<p>Introduction to Genocide</p> <p><i>The student will be able to:</i></p> <p><i>Explain and discuss the life and work of Raphael Lemkin.</i></p> <p><i>Define and explain genocide.</i></p> <p><i>Explain and analyze the various genocide definitions and expansions.</i></p> <p><i>Define and explain related terms including but not limited to ethnic cleansing, crimes against humanity, cultural genocide, physical genocide, biological genocide, carceration, confrontation, and assimilation.</i></p> <p><i>Understand and relate the concepts of prejudice, discrimination, antisemitism, identity, stereotyping, obedience, loyalty, conflict, conflict resolution, decision making, and justice to genocide.</i></p> <p><i>Analyze and Explain the Ten Stages of Genocide from GenocideWatch.</i></p> <p><i>Discuss the Pyramid of Hate.</i></p> <p><i>Analyze the UN Declaration of Human Rights as it relates to the concept of “never again”.</i></p> <p><i>Apply the UN Declaration of Human Rights to current genocides.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings</p> <p>Homework</p> <p>Small &amp; Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Evolving Genocide Definition through Padlet.</p> <p>Genocide Blackout Poetry</p> <p>Eye Color Activity</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. <b>A-D</b> 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>
<b>Resources/Materials</b>					
<p>Selected Reading from Scholarly Journals and Genocide Textbooks/Websites</p> <p>Selected Reading, Interviews, and Artifacts from Genocide Organizations and Museums (USHMM, Teaching Tolerance, Museum of Tolerance, GenocideWatch, and Brown University’s CHOICES Program, Echoes &amp; Reflections Teaching About Genocide)</p> <p>Worksheets, Graphic Organizers, and Presentation Materials</p> <p>21<sup>st</sup> Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and Virtual Tours &amp; Interactive Activities, Zooburst, Prezi, Canvas, Nearpod, Kindle E-Readers/iBooks/Books</p>					
<b>Interdisciplinary Relationships</b>					
<p>Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document &amp; Thematic Essays</p> <p>Geography: Location and Map Skills</p> <p>21<sup>st</sup> Century Skills: Critical Thinking, Collaboration/Communication, Information &amp; Media Literacy, ITC Literacy</p> <p>Global Competence Standards through ELA and Civics: Career Education Standards</p>					

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<p>Pre-Holocaust Genocides:</p> <p><i>The student will be able to:</i></p> <p><i>Analyze and debate the genocidal characteristics of the slave trade and process in the American Colonies and the United States.</i></p> <p><i>Compare and Contrast the genocidal tactics of the United States, Australian and Canadian governments on indigenous populations.</i></p> <p><i>Explain the genocidal policies and tactics used by Germany in their SW African colonies.</i></p> <p><i>Explain the causes of the Armenian Genocide.</i></p> <p><i>Describe the tactics and outcomes of Turkish policies during lead up and process of the Armenian Genocide.</i></p> <p><i>Compare and contrast different perspectives of the victims, perpetrators, and bystanders of the Armenian Genocide.</i></p> <p><i>Explain and describe Stalin’s genocidal tactics toward Ukranian nationals.</i></p> <p><i>Explain and describe the events and outcomes of the Holodomor.</i></p> <p><i>Compare and contrast different perspectives of the victims, perpetrators, and bystanders of the Holodomor.</i></p>	<p>AW K AP M R</p>	<p>Primary and Secondary Readings/Interviews</p> <p>Homework</p> <p>Small &amp; Large Group Discussions</p> <p>Teacher Designed Exercises and Activities</p> <p>Three Day List Activity</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Armenian, Native American or Holodomor Blackout Poetry</p> <p>Native American Virtual Museum Activities</p> <p>Thematic Discussion and/or Essay:</p> <p>A. Argue for or against any of the following being classified as a genocide:</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12 , A-J 8.6.11-12 , A-I</p>

		<p>Indigenous people of North America, Ukrainians in the Holodomor, or American Slaves.</p> <p>B. How is the Armenian genocide carried out under the guise of warfare?</p> <p>C. What similarities do you see between German SW Africa, Armenia, and the Holocaust?</p> <p>Literature Circle: David Kherdian's <i>The Road From Home</i></p>			
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**Resources/Materials**

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 Worksheets, Graphic Organizers, and Presentation Materials  
 21<sup>st</sup> Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and Virtual Tours & Interactive Activities, Zooburst, Prezi, Canvas, Nearpod, Kindle E-Readers/iBooks/Books

**Interdisciplinary Relationships**

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays  
 Geography: Location and Map Skills  
 21<sup>st</sup> Century Skills: Critical Thinking, Collaboration/Communication, Information & Media Literacy, ITC Literacy  
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<p>The Holocaust:</p> <p><i>The student will be able to:</i></p> <p><i>Understand the origins and history of antisemitism.</i></p> <p><i>Explain the role antisemitism played in the rise of the Nazi Party.</i></p> <p><i>Describe European Jewish life prior to the Holocaust.</i></p> <p><i>Analyze the growth of National Socialist Germany and the creation of “Others” in German society.</i></p> <p><i>Explain Nazi legislation targeted at Jews and “others”.</i></p> <p><i>Compare and contrast the lives of Jews and non-Jews in the Third Reich.</i></p> <p><i>Describe life in a Jewish ghettos and concentration camps.</i></p> <p><i>Compare and Contrast the Western and Eastern Shoah.</i></p> <p><i>Explain the role racism and prejudice played in the Holocaust.</i></p> <p><i>Describe the experiences of victims, rescuers, and bystanders.</i></p> <p><i>Compare and contrast global reaction to and intervention in the Holocaust.</i></p> <p><i>Explain how the Holocaust was not inevitable.</i></p> <p><i>Describe the journey of Jews after the war including displaced persons camps, refugees, and immigration.</i></p> <p><i>Explain the creation of and ideology behind the nation of Israel.</i></p> <p><i>Explain the establishment of both the United Nations and its Universal Declaration of Human Rights</i></p>	<p>AW K AP M R</p>	<p>Teacher Designed Exercises and Activities</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Holocaust Visual Propaganda Collage Project</p> <p>Thematic Discussion and/or Essay:</p> <p>A. What roles did altruism, religion, and respect for human dignity play in Holocaust rescue?</p> <p>B. How do prejudice, racism, and stereotyping affect a society and its members?</p> <p>C. What does the Holocaust teach us about the use and abuse of power and the responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide?</p> <p>D. How do individuals</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12. A-C 8.1.U. A-C 8.1.W. A-C 8.3.12. A-D 8.4.W. A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>

<p><b>Discuss the longterm affect of the Holocaust on the children and grand-children of survivors.</b></p> <p><b>Describe the motivations behind Holocaust Denial.</b></p> <p><b>Compare and contrast the reasons behind the global rise of antisemitism.</b></p>		<p>influence history? Do individuals have a responsibility to act?</p> <p>Literature Circle and BookSnaps: Danny Cohen's <i>Train</i></p> <p>Holocaust Art Analysis: Including but not limited to - <i>And God Saw That It Was Bad</i> - Otto Weiss <i>...I Never Saw Another Butterfly</i> - USHMM <i>Maus I &amp; II</i> - Art Spiegelman Art of the Holocaust Collection - Yad Vashem</p> <p>Student Holocaust Art Project</p> <p>Displaced Person Narrative</p> <p>Film &amp; Documentary Viewing including but not limited to: *Woman in Gold *Monument Men *The Road to Nazi Genocide *Shoah *Schindler's List *The Pianist *Who Will Write Our History *Into the Arms of Strangers *The Last Days *I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust *Defiance</p> <p>Holocaust RoundTable Book Project: Create book review and recommendations for a Holocaust Novel or Nonfiction Book - including but not limited to: *Between Shades of Grey *Resistance *Five Came Back *Salvaged Papers *And God Saw That It Was Bad</p>		
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		<ul style="list-style-type: none"> <li>*Number the Stars</li> <li>*Abe's Story</li> <li>*I Never Saw Another Butterfly</li> <li>*Born Survivors</li> <li>*Four Perfect Pebbles</li> <li>*In the Hell of Auschwitz</li> <li>*Maus</li> <li>*Everything is Illuminated</li> <li>*Survival in Auschwitz</li> <li>*The Drowned and The Saved</li> <li>*The Tattooist of Auschwitz</li> <li>*1111 Days in My Life Plus Four</li> </ul>			
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**Resources/Materials**

Selected Reading from Scholarly Journals and Genocide Textbooks/Websites  
 Selected Reading, Interviews, and Artifacts from Genocide Organizations and Museums (USHMM, Teaching Tolerance, Museum of Tolerance, GenocideWatch, and Brown University's CHOICES Program, Echoes & Reflections Teaching About Genocide)  
 Worksheets, Graphic Organizers, and Presentation Materials  
 21<sup>st</sup> Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and Virtual Tours & Interactive Activities, Zooburst, Prezi, Canvas, Nearpod, Kindle E-Readers/iBooks/Books

**Interdisciplinary Relationships**

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays  
 Geography: Location and Map Skills  
 21<sup>st</sup> Century Skills: Critical Thinking, Collaboration/Communication, Information & Media Literacy, ITC Literacy  
 Global Competence Standards through ELA and Civics: Career Education Standards

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<p>Cambodian Genocide</p> <p><i>The student will be able to:</i></p> <p><i>Understand and explain the origins of the Khmer Rouge</i></p> <p><i>Explain what circumstances and actions led to the Cambodian Genocide.</i></p> <p><i>Compare and contrast the experiences of the victims, perpetrators, and bystanders.</i></p> <p><i>Compare and contrast global reaction to and intervention in the Cambodian Genocide.</i></p> <p><i>Describe the tactics and strategies used in Cambodia to carry out genocide.</i></p> <p><i>Explain the term “auto-genocide” and how Cambodia is an example of an auto=genocide.</i></p> <p><i>Explain the long term effects of the genocide on Cambodia and its people.</i></p> <p><i>Discuss the results of the International Genocide Court and trial.</i></p>	<p>AW K AP M R</p>	<p>Teacher Designed Exercises and Activities</p> <p>Global Genocide Map Project</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Resources and Activities from USC Shoah Foundation and University of Minnesota H&amp;GS.</p> <p>Cambodian Survivor Testimony Art/Literature Narrative Project</p> <p>Literature Circle &amp; BookSnaps: Loung Ung’s <i>First They Killed My Father</i> and Franta Bass’ poem <i>Home with I Never Saw Another Butterfly</i> OR Nawuth Keat’s <i>Alive in the Killing Fields</i></p> <p>Film/Documentary: Including but not limited to - The Killing Fields, First They Killed My Father, Year Zero and S-21.</p> <p>Cambodian Genocide Art: Bangsokol: A</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12. A-C 8.1.U. A-C 8.1.W. A-C 8.3.12. A-D 8.4.W. A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>

		Requiem for Cambodia, Paintings by Vann Nath, and Kim Hak Article in The Guardian.			
<b>Resources/Materials</b>					
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<b>Interdisciplinary Relationships</b>					
<p>Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document &amp; Thematic Essays          Geography: Location and Map Skills          21<sup>st</sup> Century Skills: Critical Thinking, Collaboration/Communication, Information &amp; Media Literacy, ITC Literacy          Global Competence Standards through ELA and Civics: Career Education Standards</p>					

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<p>Bosnian Genocide</p> <p><i>The student will be able to:</i></p> <p><i>Explain the origins of Yugoslavian unrest.</i></p> <p><i>Explain the breakup of Yugoslavia.</i></p> <p><i>Compare and contrast the perspectives of Serbs, Croats, and Bosnian Muslims.</i></p> <p><i>Compare and contrast the experiences of the victims, perpetrators, and bystanders and the difficulty in using those labels.</i></p> <p><i>Explain the term “ethnic cleansing” and why it is used for the Bosnian Genocide.</i></p> <p><i>Compare and contrast global reaction to and intervention in the Bosnian Genocide.</i></p> <p><i>Explain the long term effects of the genocide on Bosnia, Serbia, Hertegovnia and their people.</i></p> <p><i>Discuss the results of the International Criminal Tribunal for the Former Yugoslavia.</i></p> <p><i>Define the term “gendercide” and explain why it is originally associated with the Bosnian Genocide.</i></p>	<p>AW K AP M R</p>	<p>Teacher Designed Exercises and Activities</p> <p>Global Genocide Map Project</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Resources and Activities from USC Shoah Foundation and University of Minnesota H&amp;GS.</p> <p>Literature Circle &amp; BookSnaps: including but not limited to - Bryna &amp; Harvey Fireside’s <i>Young People from Bosnia</i> <i>Talk About War</i> Nadja Halilbegović’s <i>My Childhood Under Fire: A Sarajevo Diary</i> Kenan Trebinčević’s <i>The Bosnia List</i></p> <p>Remembering Srebrenica Art &amp; Photography</p> <p>Film/Documentaries: Including but not limited to - No Man’s Land, A Cry From The Grave, and In the Land of Blood and Honey.</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12. A-C 8.1.U. A-C 8.1.W. A-C 8.3.12. A-D 8.4.W. A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>

### **Resources/Materials**

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21<sup>st</sup> Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and Virtual Tours & Interactive Activities, Zooburst, Prezi, Canvas, Nearpod, Kindle E-Readers/iBooks/Books

### **Interdisciplinary Relationships**

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays

Geography: Location and Map Skills

21<sup>st</sup> Century Skills: Critical Thinking, Collaboration/Communication, Information & Media Literacy, ITC Literacy

Global Competence Standards through ELA and Civics: Career Education Standards

**Catasauqua Area School District**

**Course Title: Genocide Through Art, Literature, and Film**

**Grade Level: 11 & 12**

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
<p>Rwandan &amp; Sudanese Genocides:</p> <p><i>The student will be able to:</i></p> <p><i>Understand and explain the origins of the Hutu - Tutsi conflict.</i></p> <p><i>Explain how both Sudan and Rwanda’s colonial history set the stage for conflict and genocide.</i></p> <p><i>Explain what circumstances and actions led to the Rwandan and Sudan Genocides.</i></p> <p><i>Compare and contrast the experiences of the victims, perpetrators, and bystanders.</i></p> <p><i>Compare and contrast global reaction to and intervention in the Rwandan and Sudanese Genocides.</i></p> <p><i>Describe the tactics and strategies used in Rwanda and Sudan to carry out genocide.</i></p> <p><i>Explain the long term effects of the genocides in Rwanda and Sudan.</i></p> <p><i>Discuss the results of the International Criminal Tribunal for Rwanda.</i></p>	<p>AW K AP M R</p>	<p>Teacher Designed Exercises and Activities</p> <p>Global Genocide Map Project</p> <p>Exercises and Activities from Brown University’s CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Rwandan Orphans Photography Project</p> <p>Literature Circle &amp; BookSnaps: including but not limited to - Halima Bashir’s <i>Tears of the Desert</i>, Nujeen Mustafa’s <i>Nujeen</i>, Boris Diop’s <i>Murumbai</i></p> <p>Film/Documentaries including but not limited to: Hotel Rwanda 100 Days Shake Hands With the Devil On Our Watch The Lost Boys of Sudan The Devil Came on Horseback</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>

**Resources/Materials**

Selected Reading from Scholarly Journals and Genocide Textbooks/Websites  
 Selected Reading, Interviews, and Artifacts from Genocide Organizations and Museums (USHMM, Teaching Tolerance, Museum of Tolerance, GenocideWatch, and Brown University’s CHOICES Program, Echoes & Reflections Teaching About Genocide)  
 Worksheets, Graphic Organizers, and Presentation Materials  
 21<sup>st</sup> Century Tool Integration: Blog, Threaded Discussion Boards/Sites, Graphic Organizer Websites, USHMM and Virtual Tours & Interactive Activities, Zooburst, Prezi, Canvas, Nearpod, Kindle E-Readers/iBooks/Books

## **Interdisciplinary Relationships**

Reading, Writing, Speaking, and Listening Activities: Thematic Writing, Presentation, Document & Thematic Essays

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Catasauqua Area School District

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<p>Rohingyan &amp; Syrian Genocides:</p> <p><i>The student will be able to:</i></p> <p><i>Understand and explain the origins of the Hutu - Tutsi conflict.</i></p> <p><i>Explain how both Myanmar and Syria's colonial history set the stage for conflict and genocide.</i></p> <p><i>Explain what circumstances and actions led to the Rohingya and Syrian Genocides.</i></p> <p><i>Compare and contrast the experiences of the victims, perpetrators, and bystanders.</i></p> <p><i>Compare and contrast global reaction to and intervention in Myanmar and Syrias.</i></p> <p><i>Describe the tactics and strategies used in Myanmar and Syria to carry out genocide.</i></p> <p><i>Compare and Contrast what ongoing conflict and genocide has done to the culture and history of Syria and Myanmar and their people.</i></p> <p><i>Debate crisis, ethnic cleansing, or genocide for Myanmar and Syria.</i></p> <p><i>Describe the refugee crisis for both Syrians and Rohingya.</i></p>	<p>AW K AP M R</p>	<p>Teacher Designed Exercises and Activities</p> <p>Global Genocide Map Project</p> <p>Exercises and Activities from Brown University's CHOICES Genocide Unit</p> <p>Exercises and Activities from the USHMM Preventing Genocide Curriculum</p> <p>Resources and Activities from GenocideWatch.</p> <p>Syrian Refugee Art Initiative and Artolution</p> <p>Literature Circle: Katherine Marsh's <i>Nowhere Boy</i> Jasmine Warga's <i>Other Words for Home</i> Alan Gratz's <i>Refugee</i></p> <p>Film/Documentaries: Children of Syria Myanmar's Killing Fields Exiled I Am Rohingya: A Genocide in Four Acts</p>	<p>Multiple Choice and Short Answer Quizzes</p> <p>Tests</p> <p>Document Based &amp; Thematic Essays and/or Discussions</p> <p>Blog, Journaling, and/or Threaded Discussion Board Comments</p> <p>Graded Activities and Assignments</p> <p>Project Presentation</p> <p>Culminating Genocide Visual Arts Project</p>	<p>N/A</p>	<p><b>H:</b> 8.4.12. A-D 8.1.12.A-C 8.1.U.A-C 8.1.W.A-C 8.3.12.A-D 8.4.W.A-C <b>E:</b> 6.4 <b>G:</b> 7.2 -7.4 <b>C&amp;G:</b> 5.1-5.4 <b>CC:</b> 8.5.11-12, A-J 8.6.11-12, A-I</p>

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