Winslow Township School District
Holocaust/Genocide Studies
Unit 3: Asia and Eastern European Genocide

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Overview: What were the causes of these other examples of genocide? What could have been done to prevent them? Have human beings learned their lesson from the Holocaust or is the possibility of similar acts of genocide still with us? What can be done to avert potential genocides from occurring in the future? In this unit, we will examine the Rape of Nanjing during the Japanese conquest of China and much of the Pacific Island region during WWII. In India, we will explore the violent partition into India and Pakistan and the subsequent mass migration of Hindus and Muslims into their newly deemed homelands. This will lead to an investigation into the impact of the Vietnam War on the Indochina region with a particular focus on chemical warfare and the resulting Cambodian Genocide. Lastly, we will research the Bosnian Genocide as the Soviet bloc crumbles and Eastern Europe competes for territory.

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 3 *Asia and Eastern European Genocide*	• 6.2.12.CivicsHR.4.a • 6.1.12.CivicsHR.11.a • 6.2.12.CivicsPI.4.b • 6.2.12.GeoPP.5.a • 6.2.12.HistoryUP.4.c • WIDA 1, 5	• Defining and explaining Key Terms, People and Places related to the Rape of Nanjing. • Examining survivor testimony of comfort women under Japanese occupation during WWII. • Researching American rescuers and resisters to Japanese human rights abuses in China. • Defining and explaining Key Terms, People and Places associated with Indian Partition. • Investigating the impact of classification and resulting mass migrations. • Defining and explaining Key Terms, People and Places related to the Cambodian Genocide.	• Why does genocide happen after the Holocaust? • How does partition cause conflict? • Why do human rights abuses happen during times of war? • Why are women and children targeted during genocides? • How can international response change the outcome of a war or genocide? • Why do countries hesitate to respond to genocide? • How effective is the United Nations and the Universal Declaration of Human Rights in preventing human rights abuses?

		- Determining what would happen if chemical warfare caused environmental damage and disrupted resources for entire regions. - Examining how deprivation of resources will cause conflict and human rights abuses. - Evaluating the effectiveness of the United Nations, NGO's and the Universal Declaration of Human Rights. - Mapping the breakdown of the Soviet Union. - Defining and Explaining Key Terms, People and Places related to the Bosnian Genocide. - Determining how changes in territory and sovereignty can impact people on the basis of ethnicity and religion.	
Unit 3: Enduring Understandings	- Genocides have certain common characteristics. - Individuals and groups can take steps to identify and prevent genocide.		

Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3: *Asia and Eastern European Genocide*	6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.	10	40
	6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	7	
	6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.	10	
	6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).	3	
	6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	6	
		Assessment, Re-teach and Extension	4	

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Unit 3 Grade 10	
Core Ideas	**Performance Expectations**
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
Complex interacting factors influence people's perspective	6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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Unit 3 Grade 10	
Assessment Plan	
• Multiple Choice Quizzes and Tests • Essay and Short Answer Tests	Alternative Assessments: • Alternative Assessments: • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	**Activities**
• Holocaust and Human Behavior, 2017. Facing History and Ourselves • Echoes and Reflections, 2014. Anti-Defamation League, USC Shoah Foundation and Yad Vashem. New York, NY. • NJ Amistad Commission • Teaching Tolerance • NJ Commission on Holocaust Education Curriculum Guides and Resources • Diversity, Equity & Inclusion Educational Resources • https://www.nj.gov/education/standards/dei/ • Perspectives From the Perpetrators of Genocide in Cambodia https://www.cde.state.co.us/cosocialstudies/hge/cgpbs	• Current Events Assignment • Students will create a multimedia presentation with issues of nature/nurture and good/evil. • Journal Entries • "Everyone has a story: Arn Chorn" • Western Imperialism and Nation Building in Japan and China • FROM THE UNIT:Teaching the Nanjing Atrocities • Exploring the Aftermath of War on Anniversary of Srebrenica Massacre in Bosnia

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: ☐ Listen to audio recordings instead of reading text ☐ Learn content from audiobooks, movies, videos and digital media instead of reading print versions ☐ Use alternate texts at lower readability level ☐ Work with fewer items per page or line and/or materials in a larger print size ☐ Use magnification device, screen reader, or Braille / Nemeth Code ☐ Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) ☐ Be given a written list of instructions ☐ Record a lesson, instead of taking notes ☐ Have another student share class notes with him ☐ Be given an outline of a lesson ☐ Be given a copy of teacher's lecture notes ☐ Be given a study guide to assist in preparing for assessments ☐ Use visual presentations of verbal material, such as word webs and visual organizers ☐ Use manipulatives to teach or demonstrate concepts ☐ Have curriculum materials translated into native language

Response accommodations: ☐ Use sign language, a communication device, Braille, other technology, or native language other than English ☐ Dictate answers to a scribe ☐ Capture responses on an audio recorder ☐ Use a spelling dictionary or electronic spell-checker ☐ Use a word processor to type notes or give responses in class ☐ Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: ☐ Work or take a test in a different setting, such as a quiet room with few distractions ☐ Sit where he learns best (for example, near the teacher, away from distractions) ☐ Use special lighting or acoustics ☐ Take a test in small group setting ☐ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) ☐ Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: ☐ Take more time to complete a task or a test ☐ Have extra time to process oral information and directions ☐ Take frequent breaks, such as after completing a task

Scheduling accommodations: ☐ Take more time to complete a project ☐ Take a test in several timed sessions or over several days ☐ Take sections of a test in a different order ☐ Take a test at a specific time of day

Organization skills accommodations: ☐ Use an alarm to help with time management ☐ Mark texts with a highlighter ☐ Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
☐ Grades 9-12 WIDA Can Do Descriptors:
    ☐ Listening ☐ Speaking
    ☐ Reading ☐ Writing
    ☐ Oral Language
Students will be provided with accommodations and modifications that may include:
• Assist with organization
• Use of computer
• Emphasize/highlight key concepts
• Teacher Modeling
• Peer Modeling
• Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	• Students can complete extended research outside of the classroom
	• Inquiry-based instruction
	• Independent study
	• Higher order thinking skills
	• Adjusting the pace of lessons
	• Interest based content
	• Project Based Learning
	• Real world scenarios
	• Student Driven Instruction
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections
CCSSELA Standards CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources. CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Integration of Computer Science and Design Thinking NJSLS 8
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices