

## Winslow Township School District

### Holocaust/Genocide Studies

#### Unit 4: African Genocides and Emerging Conflicts

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**Overview: Studying past and current genocides will help students determine what can be done to avert potential genocides in the future. Students will discuss the following in-depth in the course. What other examples of genocide can be found in human history (particularly in the 21st century)? 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? What do the genocides in Cambodia and Bosnia reveal about what has been learned about what can and should be done when genocide occurs? Is there a difference between “ethnic cleansing” and genocide?**

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#">Unit 4</a></p> <p><i>African Genocides and Emerging Conflicts</i></p>	<ul style="list-style-type: none"> <li>• 6.1.12.CivicsHR.11.a</li> <li>• 6.2.12.CivicsHR.4.a</li> <li>• 6.2.12.CivicsPI.4.b</li> <li>• 6.2.12.HistoryUP.4.c</li> <li>• 6.2.12.HistoryUP.4.b</li> <li>• WIDA 1, 5</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to examine and discuss whether the term genocide is interpreted to mean the same universally, or if it has different connotations for some nations.</li> <li>• Students will be able to evaluate America’s inaction in labeling the conflict in Rwanda a genocide by examining the case study of Rwanda using Philip Gourevitch’s “We Wish to Inform You that Tomorrow We Will Be Killed With Our Families.”</li> <li>• Students will be able to use the Internet to examine the case study of the Sudan and determine if events there fit the United Nations’ definition of genocide.</li> <li>• Students will be able to assess and form conclusions about the root causes of other world events that have been identified as genocides.</li> <li>• Students will be able to analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early</li> </ul>	<ul style="list-style-type: none"> <li>• What are the lessons of Rwanda?</li> <li>• Were the differences between Hutu and Tutsi unnaturally imposed on the Rwandan people to allow the genocide?</li> <li>• Is the United States and other western nations responsible in part for the genocide in Rwanda because they failed to stop it?</li> <li>• How is it possible that people, organizations and governments can still deny that genocides occurred despite overwhelming evidence to the contrary?</li> <li>• How should students in Sudan, Rwanda and others learn about the history of their country?</li> <li>• Why don’t more citizens of the United States use the power they have as individuals to help international organizations deal with emerging crisis</li> </ul>

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		<p>warning system for the prevention of genocide.</p> <ul style="list-style-type: none"><li>• Students will be able to examine the concepts of responsibility, values, and morality.</li></ul>	<p>situations such as genocide around the globe?</p>
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"><li>• Genocides have certain common characteristics.</li><li>• Individuals and groups can take steps to identify and prevent genocide.</li></ul>		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 4: African Genocides and Emerging Conflicts</b>	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.	14	50
	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.	2	
	6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide	14	
	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	
	6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.	10	
	Assessment, Re-teach and Extension		4	

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Unit 4 Grade 11	
Core Ideas	Performance Expectations
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.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.	6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
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.
Complex interacting factors influence people’s perspective	6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas

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Unit 4 Grade 11	
Assessment Plan	
<ul style="list-style-type: none"> <li>Multiple Choice Quizzes and Tests</li> <li>Essay and Short Answer Tests</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>Alternative Assessments:</li> <li>Debate</li> <li>Oral Report</li> <li>Role Playing</li> <li>Think Pair Share</li> <li>Projects</li> <li>Portfolio</li> <li>Presentations</li> <li>Prezi</li> <li>Gallery Walks</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>Holocaust and Human Behavior, 2017. Facing History and Ourselves</li> <li>Echoes and Reflections, 2014. Anti-Defamation League, USC Shoah Foundation and Yad Vashem. New York, NY.</li> <li>NJ Amistad Commission</li> <li>Learning for Justice</li> <li>NJ Commission on Holocaust Education Curriculum Guides and Resources</li> <li>Diversity, Equity &amp; Inclusion Educational Resources</li> <li><a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>Examine the case study of Rwanda. Discuss and analyze the United States' inaction in labeling this conflict genocide.</li> <li>Evaluate short and long term effects.</li> <li>"Labeling Potential Genocidal Acts"</li> <li>"Genocide Definitions"</li> <li>"Similarities and Differences"</li> <li>Poem by Martin Niemoller.</li> <li>"UN Debate on Genocide Asks: Protect or Intervene?" by John Heliprin</li> </ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Summarizing and note taking</li> <li>Reinforcing effort and providing recognition</li> <li>Homework and practice</li> <li>Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>Cooperative learning</li> <li>Setting objectives and providing feedback</li> <li>Generating and testing hypotheses</li> <li>Cues, questions, and advance organizers</li> <li>Manage response rates</li> </ol>

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**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**

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

**Modifications for Gifted Students**

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**

CCSS.ELA 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