

Genocide Curriculum

Elective- Half Credit

Grades 11-12

Course Description: *Genocide is defined as: The deliberate killing of a large group of people, especially those of a particular ethnic group or nation. Over the course of history, various groups, based on academic religious, ethnic, racial, or other distinctions have been the targets of genocide. Why do these genocides occur? What are the defining characteristics of genocide? Is genocide preventable? What is the global community's responsibility in the face of genocide? This course will seek to answer these questions and more. Units of study include, but are not limited to, the Holocaust, the genocides in Armenia, Cambodia, Sudan, and Bosnia.*

Course Essential Questions:

What constitutes genocide both legally and pragmatically?

To what extent is the international community obligated to respond?

What is the appropriate response for the US?

Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 1 Introduction
Unit Type(s)	<input type="checkbox"/> Topical xSkills-based xThematic
Pacing	_3_ instructional days (_1_ curricular weeks)

CT State Framework Standards:
<p>1.1 Significant events and themes in United States history</p> <ul style="list-style-type: none"> 1. Apply chronological thinking to examine relationships among events and explain causes and effects of events. 3. Analyze the evolution of citizens' rights. 4. Evaluate the changing role of U.S. participation and influence in world affairs. 7. Compare and contrast various American Beliefs, values and political ideologies. <p>1.3 Significant events and themes in world history/international studies</p> <ul style="list-style-type: none"> 22. Compare and contrast political systems across historical time periods. <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <ul style="list-style-type: none"> 41. Analyze laws that have been modified to meet society's changing values and needs 42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems. <p>1.9 The rights and responsibilities of citizens</p> <ul style="list-style-type: none"> 46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations. 48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.

Connecticut Standards (CCSS) literacy strands:
<p>Reading</p> <ul style="list-style-type: none"> 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. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them. 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. 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. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

What is genocide?

-When does political violence against civilians constitute genocide?

-How is ethnic cleansing different than genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?

“A Problem from Hell” America and the age of Genocide

www.learninggenocide.com

Vocabulary:

Genocide; international community; League of Nations; Sovereignty; Cold War; United Nations; Nuremberg Trials; ethnic cleansing

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Human Rights • Definition of Genocide • History of term/designation Genocide • Definition of International Community and how it changed after WWI and WWII <p><i>Suggested activities:</i></p> <p>-Background reading with comprehension questions (secondary source)</p> <p>-Primary source document analysis (Genocide Convention)</p> <p>-“Road to Genocide” Timeline and analysis questions</p> <p><i>Assessment:</i></p> <p>Exit tickets</p> <p>Timeline quiz</p>	<p>1.1-3 Analyze the evolution of citizens’ rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society’s changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 2 Case Study #1 –Armenian Genocide
Unit Type(s)	<input type="checkbox"/> Topical xSkills-based xThematic
Pacing	5__ instructional days (_2_ curricular weeks)

CT State Framework Standards:
<p>1.2 Significant events and themes in United States history</p> <ul style="list-style-type: none"> 3. Apply chronological thinking to examine relationships among events and explain causes and effects of events. 3. Analyze the evolution of citizens' rights. 4. Evaluate the changing role of U.S. participation and influence in world affairs. 7. Compare and contrast various American Beliefs, values and political ideologies. <p>1.3 Significant events and themes in world history/international studies</p> <ul style="list-style-type: none"> 22. Compare and contrast political systems across historical time periods. <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <ul style="list-style-type: none"> 41. Analyze laws that have been modified to meet society's changing values and needs 42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems. <p>1.9 The rights and responsibilities of citizens</p> <ul style="list-style-type: none"> 46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations. 48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.

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9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

How and why is the Armenian Genocide remembered?
What role do the media play on policy decisions regarding genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?
“A Problem from Hell” America and the age of Genocide
One Million Bones –website
ABC-CLIO Database: Modern Genocide
www.arenian-genocide.org
www.learn-genocide.com

Vocabulary:

Ottoman Empire, Second-Class Citizenship, deported, Muslim, Islam

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Background on WWI and Ottoman Empire • Armenian political aspirations • Causes of Turkish actions • Consequences for Armenians • Reaction of international community/media <p><i>Suggested activities:</i></p> <p>-NY Times DBQ -<i>Newspaper Headline data analysis (Impact of Media)</i> -<i>Artifact analysis (Photos/Photojournalism)</i> -<i>Primary source document analysis</i></p> <p><i>Assessments</i></p> <p>-Exit Tickets - quiz -DBQ</p>	<p>1.1-3 Analyze the evolution of citizens' rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis,</p>

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Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 3 Case Study #2 –Holocaust
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input checked="" type="checkbox"/> Thematic
Pacing	_5_ instructional days (_2_ curricular weeks)

CT State Framework Standards:
<p>1.3 Significant events and themes in United States history</p> <ul style="list-style-type: none"> 4. Apply chronological thinking to examine relationships among events and explain causes and effects of events. 3. Analyze the evolution of citizens' rights. 4. Evaluate the changing role of U.S. participation and influence in world affairs. 7. Compare and contrast various American Beliefs, values and political ideologies. <p>1.3 Significant events and themes in world history/international studies</p> <ul style="list-style-type: none"> 22. Compare and contrast political systems across historical time periods. <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <ul style="list-style-type: none"> 41. Analyze laws that have been modified to meet society's changing values and needs 42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems. <p>1.9 The rights and responsibilities of citizens</p> <ul style="list-style-type: none"> 46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations. 48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.

Connecticut Standards (CCSS) literacy strands:
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9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

How was Germany able to persecute such large numbers of targeted groups?
Why is this genocide unique in gaining significant international response?
What role do the media play in impacting policy towards this genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?
“A Problem from Hell” America and the age of Genocide
One Million Bones –website
ABC-CLIO Database: Modern Genocide
“The Pianist”- Clips
Telegrams from American Authors to President Roosevelt
Holocaust Remembrance Photo collection
www.learn-genocide.com

Vocabulary:

Holocaust, Concentration camps, Ghettos, Nuremberg Laws, Judaism, Anti-Semitism, Aryan, Nazism, Liberation,

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Background on WWII • Rise of Dictators • 5 Stages of the Holocaust- Events defining Holocaust as a Genocide • Reaction of international community • Role of Media <p><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> -5 Stages “Star of David” group project -Primary source document analysis- Hitler’s speeches -Artifact analysis – Photos, art, and manipulatives -Survivor stories/testimony -Analysis of resistance documents -Political cartoon analysis – Dr Seuss Goes to War -Guest Speakers from Jewish Federation of Eastern CT <p><i>Assessments</i></p> <ul style="list-style-type: none"> -Exit tickets -Unit 1-3 Test 	<p>1.1-3 Analyze the evolution of citizens’ rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society’s changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

	CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.
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Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 4 Case Study #3 –Cambodian Genocide
Unit Type(s)	<input type="checkbox"/> Topical xSkills-based xThematic
Pacing	_5_ instructional days (_2_ curricular weeks)

CT State Framework Standards:
<p>1.4 Significant events and themes in United States history</p> <ul style="list-style-type: none"> f. Apply chronological thinking to examine relationships among events and explain causes and effects of events. 3. Analyze the evolution of citizens' rights. 4. Evaluate the changing role of U.S. participation and influence in world affairs. 7. Compare and contrast various American Beliefs, values and political ideologies. <p>1.3 Significant events and themes in world history/international studies</p> <ul style="list-style-type: none"> 22. Compare and contrast political systems across historical time periods. <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <ul style="list-style-type: none"> 41. Analyze laws that have been modified to meet society's changing values and needs 42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems. <p>1.9 The rights and responsibilities of citizens</p> <ul style="list-style-type: none"> 46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations. 48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.

Connecticut Standards (CCSS) literacy strands:
<p>Reading</p> <ul style="list-style-type: none"> 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. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them. 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. 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. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources.

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9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

How is the Cambodian Genocide unique?
What role do media and the international community play in policy decisions about this genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?
“A Problem from Hell” America and the age of Genocide
“Killing Fields” video excerpts
First they killed my father: A daughter of Cambodia remembers
Forgetting Pol Pot
A Chilling Visit with Pol Pot’s Brother
www.learn-genocide.com
Enemies of the People-Lesson Plan www.pbs.org/pov/enemies/lesson

Vocabulary:

Auto-Genocide, Khmer Rouge, Communism, Buddhism, Genocide Convention, Cold War, UN General Assembly, Economic Embargo

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Background on the Vietnam War and Cold War • Background on UN General Assembly and mission • Background on Genocide Convention • Events defining Cambodia as a Genocide • Consequences for Cambodians • Reaction of the International Community <p style="text-align: center;"><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> -Political/Ethnic/Religious Geography-CIA World Fact Book -Dot Game – classification of people -Pick a side: Academic discourse with movement -Artifact analysis (Photos/Photojournalism) -Primary source document analysis -Webquest – “Gallery Walk” <p><i>Assessments</i></p> <ul style="list-style-type: none"> -Exit Tickets -Quiz -Map activity/quiz 	<p>1.1-3 Analyze the evolution of citizens’ rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society’s changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 5 Case Study #4 –Bosnia
Unit Type(s)	<input type="checkbox"/> Topical xSkills-based xThematic
Pacing	_5_ instructional days (_2_ curricular weeks)

CT State Framework Standards:
<p>1.5 Significant events and themes in United States history</p> <p>e. Apply chronological thinking to examine relationships among events and explain causes and effects of events.</p> <p>3. Analyze the evolution of citizens' rights.</p> <p>4. Evaluate the changing role of U.S. participation and influence in world affairs.</p> <p>7. Compare and contrast various American Beliefs, values and political ideologies.</p> <p>1.3 Significant events and themes in world history/international studies</p> <p>22. Compare and contrast political systems across historical time periods.</p> <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p>

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 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

What were the origins of Yugoslavia's unrest?

What role do media and the international community play in policy decisions about this genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?

“A Problem from Hell” America and the age of Genocide

www.learn-genocide.com

One Million Bones website

ABC-CLIO modern Genocide database

Frontline: “The world’s most wanted man”

One Boy from Kosovo

Primary Source Documents on Slobodan Milosevic Trial

Vocabulary:

Ethnic Cleansing, European Union, Peace-Keeping Forces, Refugee, NATO, Dayton Accords, Multi-ethnic state, International Court of Justice, The Hague

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Background on Serbians and Croats • Background on political influence of the Soviet Union • Events defining Bosnia as a Genocide • Consequences for Serbs, Croats and Bosians • Reaction of the International Community <p><i>Suggested activities:</i></p> <ul style="list-style-type: none"> -Political/Ethnic/Religious Geography-CIA World Fact Book -Map analysis – Before and After -News clip analysis -Mock News Broadcast -Artifact analysis (Photos/Photojournalism) -Primary source document analysis -Political Cartoon Analysis <p><i>Assessments</i></p> <ul style="list-style-type: none"> -Exit Tickets -News essay -Quiz 	<p>1.1-3 Analyze the evolution of citizens' rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 6 Case Study #5 –Darfur
Unit Type(s)	<input type="checkbox"/> Topical xSkills-based xThematic
Pacing	_5_ instructional days (_2_ curricular weeks)

CT State Framework Standards:
<p>1.6 Significant events and themes in United States history</p> <p>e. Apply chronological thinking to examine relationships among events and explain causes and effects of events.</p> <p>3. Analyze the evolution of citizens' rights.</p> <p>4. Evaluate the changing role of U.S. participation and influence in world affairs.</p> <p>7. Compare and contrast various American Beliefs, values and political ideologies.</p> <p>1.3 Significant events and themes in world history/international studies</p> <p>22. Compare and contrast political systems across historical time periods.</p> <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p>

Connecticut Standards (CCSS) literacy strands:
<p>Reading</p> <p>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.</p> <p>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.</p> <p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them.</p> <p>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.</p> <p>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.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

Writing

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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9. Draw evidence from informational texts to support analysis, reflection, and research.

Focusing Questions:

What is the role of political and economic deprivation on a people and its government?
What role do media and the international community play in policy decisions about this genocide?

Resources:

The Choices Program – Confronting Genocide: Never again?
“A Problem from Hell” America and the age of Genocide
One Million Bones –website
ABC-CLIO Database: Modern Genocide
The Devil Rode on Horseback – Film
SIRS – Pro/Con World Conflicts – Is Darfur a Genocide?
What is the What? Novel by Dave Eggers

Vocabulary:

Janjaweed, Mercenaries, Desertification, Displacement, Refugees, Militia, Crimes against humanity, cease-fire,

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Background on Sudanese Civil War • Events defining Darfur as a potential genocide • Background on political/economic influence of China • Consequences for Black African Civilians and Rebel groups • Reaction of the International Community <p><i>Suggested activities:</i></p> <ul style="list-style-type: none"> -Political/Ethnic/Religious Geography-CIA World Fact Book -Is Genocide occurring-jigsaw activity -Compare and contrast Darfur/Rwanda -Survivor testimonial evaluation -Artifact analysis (Photos/Photojournalism) -Primary source document analysis -Political cartoon analysis <p><i>Assessments</i></p> <ul style="list-style-type: none"> -Exit Tickets -Unit 4-6 Test -Comparison written piece 	<p>1.1-3 Analyze the evolution of citizens' rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

	CCSS.W- 9 Draw evidence from informational texts to support analysis, reflection, and research.
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Subject(s)	Social Studies
Grade/Course	Genocide
Unit of Study	Unit 7 Never Again? Taking action to prevent future Genocide
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input checked="" type="checkbox"/> Thematic
Pacing	_7_ instructional days (_3_ curricular weeks)

CT State Framework Standards:
<p>1.7 Significant events and themes in United States history</p> <p style="padding-left: 40px;">e. Apply chronological thinking to examine relationships among events and explain causes and effects of events.</p> <p>3. Analyze the evolution of citizens' rights.</p> <p>4. Evaluate the changing role of U.S. participation and influence in world affairs.</p> <p>7. Compare and contrast various American Beliefs, values and political ideologies.</p> <p>1.3 Significant events and themes in world history/international studies</p> <p>22. Compare and contrast political systems across historical time periods.</p> <p>1.8 The interactions between citizens and their government and the making and implementation of laws</p> <p>41. Analyze laws that have been modified to meet society's changing values and needs</p> <p>42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.</p> <p>1.9 The rights and responsibilities of citizens</p> <p>46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>48. Analyze historical and contemporary examples of the efforts to ensure human rights at the</p>

Connecticut Standards (CCSS) literacy strands:

Reading

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9. Draw evidence from informational texts to support analysis, reflection, and research.

national and international levels.

Focusing Questions:

What issues currently frame the debate on US foreign policy regarding genocide?
What core values underlie US policy on genocide?
What is best policy for genocide prevention going forward?

Resources:

The Choices Program – Confronting Genocide: Never again?
“A Problem from Hell” America and the age of Genocide
One Million Bones –website
ABC-CLIO Database: Modern Genocide
SIRS – Pro/Con World Conflicts
NPR Syria Coverage
NYTimes Syria Coverage

Vocabulary:

Chemical Weapons, Geneva Convention, Refugees, Sovereignty, Autonomy, Multi-National,

Topics of Coverage:	Standards Addressed:
<ul style="list-style-type: none"> • Various options for setting Genocide policy • Values which drive policy decisions • Modern examples which may fit genocide model <p><i>Suggested Activities:</i></p> <p><i>-Mock UN</i></p> <p><i>-Assessing and defining responsibility activity</i></p> <p><i>-Activist activities – Raise awareness through letter written campaign, petitioning the government</i></p> <p><i>-Create a memorial recognizing and representing a particular genocide</i></p> <p><i>Assessment:</i></p> <p><i>Exit tickets</i></p> <p><i>Quiz</i></p> <p><i>End of course culminating project</i></p> <p><i>Final Exam</i></p>	<p>1.1-3 Analyze the evolution of citizens' rights.</p> <p>1.8-41 Analyze laws that have been modified to meet society's changing values and needs</p> <p>1.9-46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.</p> <p>1.9-48 Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels.</p> <p>CCSS.R.-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.</p> <p>CCSS.R-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.</p> <p>CCSS.R- 9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSSW- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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