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Topic/Era: Genocide Studies - Late Twentieth Century

Lesson Title: Comparative Genocide Project

Subject: United States History

Grade Level: 12

Length of Lesson: Four 55 Minute Class Periods

Introduction:

This lesson is designed to help students develop their skills as historians and scholars by researching a topic, analyzing primary and secondary sources of information related to that subject, and by creating a presentation to educate others about the importance of that event along with its implications for contemporary society.

The words “never forget” are a powerful reminder of the European genocide perpetuated by the German NAZI government in the 1930s and 1940s. But, students should be helped to understand that Adolph Hitler orchestrated the “final solution” of Europe’s Jewish population during World War Two upon the idea that that the Turkish government had attempted to eliminate their minority Armenian population during World War One. His quote, “who remembers the Armenians?” shines light on not only his own plans but also the lack of international outrage and condemnation that was absent during this event. Moreover, students should be helped to understand that genocides and “ethnic cleansings” have continued to occur since World War Two in Cambodia, Yugoslavia, Rwanda, and Darfur even though international laws have been established to prevent them.

The topic of genocide is important for students to analyze first because it raises students' interests but more importantly because it helps to provide them with a clearer understanding of a complex history. Most students reveal a high level of interest in studying this history because the subject touches on issues of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience to authority; issues that many adolescents confront in their daily lives. Students are also affected by the personal accounts of victims and witnesses and are challenged to comprehend the magnitude of state-sponsored genocide. Students are particularly struck by the fact that so many individuals allowed genocide to occur by failing either to resist or to protest. An analysis of genocide during the modern era will provide students with the knowledge to compare and contrast these events while learning to recognize the common factors that lead to state-sanctioned mass murder.

Objectives:

- 1) SWBAT: Define the term Genocide.
- 2) SWBAT: Identify at least three occurrences of genocide in modern history.
- 3) SWBAT: Explain the government and the media’s role in fostering and/or facilitating genocide.
- 4) SWBAT: Analyze primary sources for content and context.

- 5) SWBAT: Create a presentation that fully details information about a specific historical event.
- 6) SWBAT: Teach a presentation to an audience that fully details information about a specific historical event.
- 7) SWBAT: Compare and contrast at least two modern genocide events.

Materials List:

- 1) Computers/Computer Lab
- 2) 5 Pieces of Poster-board
- 3) Multicolored construction paper, glue sticks, scissors, markers
- 4) Video camera

In Class Activities:

- 1) Students will be assigned to groups in order to research a specific genocidal event from the modern era. Provide student groups with the corresponding websites for their specific genocidal event (see links below in resources) (10 minutes).
 - a. The Armenian Genocide
 - b. The Holocaust
 - c. Cambodia
 - d. Rwanda
 - e. Darfur
- 2) Students will research a specific genocidal event through a web-quest activity (see link below in resources) (one class period & as homework).
- 3) Students will create a museum quality display that will educate visitors/classmates about the assigned genocidal event. The museum display must include an informative/educational poster richly decorated with primary sources, corresponding explanations, and a timeline of the major events. Students must also create an accompanying multimedia presentation (i.e. video newscast, or a photo story with narrative and/or music, or a narrated slide show that completely details the genocide and fully explains its implications (it may be necessary to split each group so that half are responsible for the poster and half for the multimedia presentation) (two class periods).
- 4) Students will organize a presentation and educate their classmates about the genocidal event assigned to them (one class).

Essential Questions: When performing research and developing projects for presentations, the students should be required to focus on the following essential questions.

- a) What does the term “genocide” mean?
- b) Was there a national crisis of some type prior to the genocide occurring?
- c) Was there a conflict of some type between the nation’s ethnic, religious, and/or political groups?
- d) Was government propaganda and/or indoctrination used in any way?

- e) Were there any disagreements over territory or money among the population prior to the genocide?
- f) Was there a war or other international crisis that distracted the international community's focus from the genocide occurring?
- g) Was technology a factor in facilitating the genocide?

Evaluation/Assessment:

Students will be evaluated through the rubrics supplied below. The students will self-assess by using the rubrics to score their performance and the teacher will also assess student performance by using the same rubrics.

Extended Enrichment Activities:

- 1) Write a five paragraph essay on modern genocide.
- 2) Create a fictional Newspaper that examines modern genocide.
- 3) Create a skit about an incidence of modern genocide.
- 4) Compose a RAP, Song, or Poem about genocide.

Standards:

History

Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

1.12.1 Analyze and develop a position on a current event. E 10.12.4

1.12.2 Explain the sequence and relationship of events on a tiered time line. G 7.12.5

History

Standard 2.0: History Skills: *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.*

2.12.2 Integrate, analyze, and organize historical information from a variety of sources. E 4.12.3;

E 4.12.5; E 11.12.2; E 11.12.5

2.12.3 Analyze and interpret historical content from informational tools, including:

- ◆ Charts
- ◆ Diagrams
- ◆ Graphs
- ◆ Maps
- ◆ Political Cartoons
- ◆ Photographs
- ◆ Tables

G 1.12.1; G 1.12.2; G 1.12.3; G 1.12.4

History

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

8.12.7 Describe the causes, course, and effects of the Holocaust, including:

- ◆ "Aryan supremacy"

- ◆ Nuremburg Laws
 - ◆ Kristallnacht
 - ◆ “Final Solution”
 - ◆ Concentration and Death camps
- C 8.12.1; C 8.12.3

History

Content Standard 10.0: New Challenges, 1990 to the Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

10.12.3 Describe how global issues affect nations differently, including:

- ◆ Human Rights
- ◆ The Environment
- ◆ World and U.S. regional conflicts
- ◆ Medical concerns

Rubrics:

Collaborative Work Skills: Collaborative Work Skills

CATEGORY	4	3	2	1
Individual Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.

Rubrics:

Making A Poster : Poster

CATEGORY	4	3	2	1
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Rubrics:

Timeline : Rubric

CATEGORY	4	3	2	1
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.

Rubrics:

Newscast - Presentation and Planning : Genocide Project

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 15 or more "tidbits" from their research into their presentation.	Group researched the subject and integrated 10 "tidbits" from their research into their presentation.	Group researched the subject and integrated 5 "tidbit" from their research into their presentation.	Either no research was done or it was not clear that the group used it in the presentation.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all facts are reported accurately.	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Duration of presentation	The newscast was between 10 and 15 minutes and did not seem hurried or too slow.	The newscast was between 5 and 10 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 1 and 5 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.
Point of View - Purpose	Presentation establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the presentation.

Resources:

United State Holocaust Memorial Museum: <http://www.ushmm.org>

Holocaust Encyclopedia

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007262>

The Holocaust History Project <http://www.holocaust-history.org/>

United Nations Educational Scientific and Cultural Organization (UNESCO)

http://portal.unesco.org/education/en/ev.php-URL_ID=57734&URL_DO=DO_TOPIC&URL_SECTION=201.html

Armenian National Institute <http://www.armenian-genocide.org/>

Armenian genocide Museum of America <http://www.armeniangenocidemuseum.org/>

The Genocide Education Project “Welcome to Nicole’s Journey” A story of the Armenian Genocide <http://www.learn-genocide.com/>

Cambodian Genocide Program <http://www.yale.edu/cgp/>

Peace Pledge Union Information – Genocide

http://www.ppu.org.uk/genocide/g_cambodia.html

Power Point Lesson on Rwanda

<http://www.springvillegi.org/webpages/abeiter/holocaust.cfm?subpage=858826>

Human Rights Watch

<http://www.hrw.org/legacy/reports/1999/rwanda/index.htm#TopOfPage>

United States Holocaust Museum Resources on Rwanda:

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007216>

Power Point Lesson on Darfur

<http://www.springvillegi.org/webpages/abeiter/holocaust.cfm?subpage=851619>

24 Hours for Darfur <http://www.24hoursfordarfur.org/main.php>

United States Holocaust Museum Overview of Darfur and Sudan:

http://www.ushmm.org/genocide/take_action/atrisk/region/sudan

Drew Beiter’s site on the Holocaust & Genocide:

<http://www.springvillegi.org/webpages/abeiter/holocaust.cfm> - this site includes materials from his presentations.

Web Quests:

For information on creating Web Quests see [Webquests.org](http://webquest.sdsu.edu/designsteps/index.html) "Creating Web Quests"
<http://webquest.sdsu.edu/designsteps/index.html>

Bibliography:

United States Holocaust Memorial Museum. Holocaust Encyclopedia.

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007262> (accessed 11-11-09).