

Teaching Unit: **What is Genocide?**

Essential Understandings

Genocide is not an accident in history.

Genocide is not inevitable.

Responsible citizenship is key to humanity.

Prejudice, stereotyping, racism and discrimination can lead to and result in genocide.

Remaining silent, apathetic and indifferent in the face of others' oppression is dangerous.

The role of peer pressure, individual responsibility and the process of decision making under the most extreme conditions.

There are universal and unique aspects of all genocides.

Sub Topic:

Knowledge and Skills

Identify and differentiate the roles of victims, collaborators, perpetrators, and bystanders.

Identify the unique and universal aspects of genocide in relation to one another.

Examine the incremental nature of prejudice, stereotyping, racism, and discrimination and how such can in certain situations lead up to and result in genocide.

Identify the dangers of remaining silent, apathetic and indifferent in the face of others' oppression.

Compare and contrast various genocides in order to ascertain the similarities and differences between and amongst them.

Explain why genocide is not inevitable.

Identify the eight stages of genocide.

Evaluate primary source documents.

Synthesize disparate elements to distinguish historical patterns.

Teaching Unit: *The Forgotten Genocide: Armenia*

Essential Understandings

The Armenian genocide forces people to address the problem of man's inhumanity to man.

Not all acts are justified.

Despite the horrors of genocide, the human spirit does triumph.

Rescuers risked their own safety to commit to their beliefs and display hope in the darkest times.

Suffering cannot be measured.

There are choices that we make as human beings and ultimately it is those choices we make in life that decide who we are.

Genocides are not accidents in history.

Nothing is a guarantee.

Silence and indifference to the suffering of others serve to perpetuate the problems.

The dangers of intolerance, hate, and discrimination.

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocides.

Correlate the causes of the Armenian genocide by analyzing geopolitical/economic complexities.

Discuss genocide denial and identify it as a significant problem in the case of the Armenian Genocide.

Evaluate primary source documents.

Decipher maps and graphs to extrapolate data and patterns.

Synthesize disparate elements to distinguish historical patterns.

Teaching Unit: *The Killing Fields: Genocide in Cambodia*

Essential Understandings

The Genocide in Cambodia forces people to address the problem of man's inhumanity to man.

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The dangers of intolerance, hate, and discrimination.

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocides.

Identify the causes of the Cambodian Genocide.

Discuss genocide denial and identify its role in the Cambodian Genocide.

Evaluate primary source documents.

Decipher maps and graphs to extrapolate data and patterns.

Synthesize disparate elements to distinguish historical patterns.

Teaching Unit: *The Rwandan Genocide*

Essential Understandings

The problem of man's inhumanity to man.

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The dangers of intolerance, hate, and discrimination.

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocide.

Identify the causes of the Rwandan genocide.

Discuss genocide denial and identify its role in the Rwandan Genocide.

Evaluate primary source documents.

Synthesize disparate elements to distinguish historical patterns.

Teaching Unit: *The Bosnian Genocide*

Essential Understandings

The problem of man's inhumanity to man

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Genocides are not accidents in history

Nothing is a guarantee

Silence and indifference to the suffering of others serve to perpetuate the problems

The dangers of intolerance, hate, and discrimination

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocides.

Identify the causes of the Bosnian genocide

Discuss genocide denial and identify its role in the Bosnian Genocide.

Evaluate primary source documents

Synthesize disparate elements to distinguish historical patterns

Teaching Unit: *The Forgotten Genocide of WWII: Rape of Nanking*

Essential Understandings

The problem of man's inhumanity to man

Genocide is not inevitable

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The dangers of intolerance, hate, and discrimination.

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocides.

Identify the causes of the Rape of Nanking.

Discuss genocide denial and identify its role in the Rape of Nanking.

Evaluate primary source documents.

Synthesize disparate elements to distinguish historical patterns.

Identify the role of citizens/rescuers

Teaching Unit: *The Holocaust*

Essential Understandings

Wars demonstrate man's inhumanity to man

Not all acts are justified

The Holocaust was a systematic effort by a modern state (Germany) to exterminate an entire people (Jews)

The Holocaust impacted individuals in a variety of ways

Despite the horrors like the Holocaust, the human spirit does triumph

Rescuers risked their own safety to commit to their beliefs and displayed hope in the darkest times

Suffering cannot be measured

The seeds of religious antisemitism prepared the way for racial antisemitism

There are choices that we make as human beings and ultimately it is those choices that we make in life that decide who we are.

You can be a perpetrator, a bystander, or a righteous.

The Holocaust was not an accident in history; people and government made decisions to legalize discrimination

Nothing is a guarantee; democratic institutions and values

Silence and indifference to the suffering of others serve to perpetuate the problems

The dangers of intolerance, hate and extremism

Understanding and appreciation of human differences - and similarities

Importance of civic engagement and activism

Sub Topic:

Knowledge and Skills

How religious antisemitism progressed to racial antisemitism.

The Holocaust impacted individuals in a variety of ways: Hidden children, Work camps, Death camps, kindertransport.

The Holocaust was a systematic plan to exterminate the Jewish people.

The differences between a victim, bystander, righteous, rescuer, and perpetrator.

Understand the plight of European Jews in the Holocaust.

Tie historic themes of the Holocaust to modern-day examples of hatred, extremism, and bigotry.

Understand the dangers of hate and extremism.

The origins and progression of antisemitism.

Identify propaganda

That knowledge and understanding can move them into action.

Develop a plan and complete a service-learning project.

Define and explain the concept of "faith in humanity"

Teaching Unit: *Darfur: Genocide in Today's World*

Essential Understandings

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Silence and indifference to the suffering of others serve to perpetuate the problems

The dangers of intolerance, hate, and discrimination

Sub Topic:

Knowledge and Skills

Examine methods of escalating violence leading to genocides.

Identify the causes of the genocide in Darfur.

Discuss genocide denial and identify its role in Darfur.

Evaluate primary source documents

Synthesize disparate elements to distinguish historical patterns

Identify the role of citizens/rescuers

Identify ways in which students can act to stop the genocide in Darfur and prevent future genocides