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## Time Frame

Days 1-4

### Topic

What is genocide?

### Essential Questions

- What are the factors that lead to genocide?
- What role, if any, does education and/or culture play in committing genocides?
- What are the modern genocides that have occurred recently or are occurring now?
- How does the United Nations define genocide and what role does the U.N. and/or other international organizations have in stopping genocide?

### Enduring Understandings

Students will understand:

- the definition of genocide.
- how prejudice and bigotry may lead to genocide.
- the factors that have led to different genocides.
- comparisons between current and past genocides.
- the responsibility of the international community with regards to genocide.

### Alignment to NJCCCS


### Key Concepts and Skills

Students will be able to:

- analyze the causes of genocide.
- describe the role of bigotry and prejudice in modern genocide.
- debate the differences between the Holocaust and modern genocide.
- develop ideas to prevent future genocides.
- debate the roles and responsibility of the international community in ending genocide.

### Learning Activities

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

### 21st Century Skills

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### Interdisciplinary Connections

RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration

- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
**Time Frame**  Days 5-9

**Topic**
Case Study: Armenia

**Essential Questions**
- What point was Adolf Hitler making when he said, ‘Who, after all, talks nowadays of the annihilation of the Armenians?’
- What were the major factors contributing to the outbreak of the Turkish genocide against the minority Armenian population?
- What was the role of mass deportations in the genocide?
- To what extent were the perpetrators of genocide brought to justice after World War I?
- What has been the role of the modern Turkish state and its international supporters in denying the Armenian genocide?

**Enduring Understandings**
Students will understand:
- the major factors contributing to the genocide of the Armenians by the Turks.
- how the Armenian genocide influenced the Holocaust.
- why the genocide is denied by the Turkish government and how this impacted the extent to which perpetrators were punished.

**Alignment to NJCCCS**

**Key Concepts and Skills**
Students will be able to:
- discuss the influence of the Armenian genocide on Adolf Hitler.
- identify the factors that contributed to the genocide of the Armenians.
- analyze how World War I provoked Turkish animosity towards the Armenians.
- assess why the Turkish government denies the genocide against the Armenians.

**Learning Activities**
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**
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**Interdisciplinary Connections**
RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**
- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
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**Time Frame**
Days 14-17

**Topic**
Anti-Semitism and the Rise of Nazi Germany

**Essential Questions**
- Why was anti-Semitism so prevalent in Europe and how did it influence Nazi racial ideology?
- How did the Nazis use anti-Semitism to strengthen their campaign against German Jewry?
- How did the fragile Weimar government allow the breakdown of democracy in Germany?
- How did legislation, terror and propaganda isolate German Jewry from German society?

**Enduring Understandings**
Students will understand:
- the origins of anti-Semitism in Europe.
- how propaganda was used to exploit anti-Semitic attitudes among Germans and other Europeans in order to create an atmosphere of terror.
- what historical events allowed for a dramatic change in social policies in Germany between 1933-1939

**Alignment to NJCCCS**

**Key Concepts and Skills**
Students will be able to:
- define anti-Semitism and explain its origins.
- identify the similarities/differences between pre-Nazi anti-Semitism and Nazi racial ideology.
- examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.
- consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.
- assess the role and responsibility of the individual in the escalation of hate and violence.

**Learning Activities**
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**
- Creativity
- Critical Thinking
- Communication
- Collaboration
- Skills
- Information Literacy
- Media Literacy

**Interdisciplinary Connections**
RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**
- Laptop
- PowerPoint
DEPARTMENT: Social Studies  COURSE: Holocaust and Modern Day Genocide

- Projector
- Streaming Facts on File
- Video excerpts
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
### Time Frame

| Days 18-20 |

### Topic

**The Ghettos**

### Essential Questions

- How did the ghettos represent another step in the continuum of Nazi racial policies against the Jews?

### Enduring Understandings

Students will understand:

- that the ghettos were used by the Nazis to humiliate the Jews and severely limit their existence.
- the ghettos were plagued by overcrowding, starvation and disease and caused many to lose their sense of human dignity.

### Alignment to NJCCCS


### Key Concepts and Skills

Students will be able to:

- identify the aims of Nazis in establishing ghettos.
- specify countries in Eastern and Central Europe where Nazis established ghettos.
- examine what life was like for Jews forced to live in ghettos.
- consider the various ways individuals responded to unjust actions.

### Learning Activities

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

### 21st Century Skills

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### Interdisciplinary Connections

RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration

- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
### Time Frame
Days 21-24

### Topic
The Final Solution

### Essential Questions
- When was the ‘Final Solution to the Jewish Question’ decided upon and how was it carried out?

### Enduring Understandings
Students will understand:
- what was meant by the ‘Final Solution to the Jewish Question.’
- how the mass murder of the Jews was carried out.

### Alignment to NJCCCS

### Key Concepts and Skills
Students will be able to:
- identify the significance of the Wannsee Conference in determining the ‘Final Solution.’
- discuss the importance of mobile killing squads and extermination camps in Nazi Europe.
- assess what life was like in concentration camps and extermination camps.
- debate how and why so many people became perpetrators of or bystanders to mass murder.
- consider issues of social and personal responsibility in their own lives.

### Learning Activities
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

### 21st Century Skills

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### Interdisciplinary Connections
RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration
- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
**DEPARTMENT:** Social Studies  

**COURSE:** Holocaust and Modern Day Genocide

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### Topic

**Jewish Resistance**

### Essential Questions

- What were the risks involved for Jews who attempted to resist Nazi domination?
- What were the means, scope, and intensity of resistance efforts within the Jewish community?

### Enduring Understandings

Students will understand:

- the various manifestations of resistance within the Jewish community.
- how the Nazis attempted to stymie resistance and rebellion among the Jews.

### Alignment to NJCCCS


### Key Concepts and Skills

Students will be able to:

- describe methods used by Nazis to discourage and reduce resistance and rebellion in occupied territories.
- recognize several forms of cultural and spiritual resistance that occurred in the ghettos and extermination camps.
- understand the connection between the ‘Final Solution’ and armed resistance, as well as the special meaning resistance had during the Holocaust.
- examine the importance of personal and cultural identity and the struggle to maintain it.

### Learning Activities

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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### Interdisciplinary Connections

RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
**Time Frame**  |  Days 28-30
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**Topic**
Non-Jewish Resistance and Rescuers

**Essential Questions**
- How did non-Jewish rescuers attempt to help Jews in Nazi-occupied Europe?

**Enduring Understandings**
Students will understand:
- why non-Jews chose to help the Jews of Nazi-occupied Europe, and the dangers of doing so.
- how non-Jews help Jews during the Holocaust.

**Alignment to NJCCCS**

**Key Concepts and Skills**
Students will be able to:
- analyze the motivations of non-Jewish rescuers in their efforts to help Jews survive.
- identify the risks involved when non-Jews helped Jews hide or escape and the moral choices that were made.
- examine the various forms of assistance that were given to Jews by non-Jews during the Holocaust.
- examine the obstacles and dangers that hidden children had to overcome in order to have a chance to survive.
- examine the price of apathy and indifference in the face of injustice.

**Learning Activities**
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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**Interdisciplinary Connections**
RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**
- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
### Time Frame
Days 31-32

### Topic
Survivors and Liberators

### Essential Questions
- What was the political, legal, social and emotional status of the Jewish survivors?
- What was the role of liberators following the defeat of the Nazis at the end of World War II?

### Enduring Understandings
Students will understand:
- the meaning/significance of liberation for Jews and for the liberators at the end of World War II.

### Alignment to NJCCCS

### Key Concepts and Skills
Students will be able to:
- understand the complex emotional ramifications of liberation for both the Jews and the Allied soldiers who liberated them.
- discuss displaced persons camps, specifically what life was like for people living in these camps.
- assess the serious difficulties that survivors faced after liberation, including reuniting broken families, providing care to children and reclaiming homes and communities.
- consider how an individual is influenced by the collective experience of his/her cultural group.

### Learning Activities
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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### Interdisciplinary Connections
RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration
- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
**Time Frame**  |  Days 33-35
---|---

**Topic**  
Perpetrators, Collaborators and Bystanders

**Essential Questions**
- How should those people who collaborated with the Nazis during World War II be regarded and/or punished?

**Enduring Understandings**
Students will understand:
- the complex issue of relative guilt within the context of the Nazi occupation of Europe.

**Alignment to NJCCCS**

**Key Concepts and Skills**
- Students will be able to:
  - examine the role of those who collaborated with the Nazis during World War II.
  - analyze and discuss the Nuremberg Trials and other war crimes trials that took place after World War II.
  - analyze the culpability of the free world in what ultimately happened to the Jews in Europe.
  - consider the role of the individual to ensure a safe and free society.

**Learning Activities**
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**
- Creativity
- Critical Thinking
- Communication
- Collaboration
- Skills
- Information Literacy
- Media Literacy

**Interdisciplinary Connections**
RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**
- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

- **8.1 Educational Technology**: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
### Time Frame

Days 36-37

### Topic

America and the Holocaust

### Essential Questions

- What social and political factors shaped America’s response to the Holocaust?
- Why did the American government erect a ‘paper wall’ that prevented all but a few Jewish refugees from entering the country between 1938-1944?

### Enduring Understandings

Students will understand:

- how the U.S government dealt with information regarding the persecution and murder of European Jewry.
- how the State Department kept Jewish refugees out of the U.S.

### Alignment to NJCCCS


### Key Concepts and Skills

Students will be able to:

- discuss the sources that the U.S. government had with the regards to the persecution and mass murder of the Jews and others in Europe.
- assess how the government dealt with this information.
- Analyze how the State Department severely limited the number of Jewish refugees to this country.
- identify the significance of the Casablanca Conference.
- discuss the significance of the establishment of the War Refugee Board.

### Learning Activities

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

### 21st Century Skills

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### Interdisciplinary Connections

RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration

#### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

#### B. Creativity and Innovation; C. Communication and Collaboration
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**Topic**

Remembering the Holocaust

**Essential Questions**

- How is the Holocaust remembered?
- How has time changed and shaped memory with regards to the Holocaust?

**Enduring Understandings**

Students will understand:

- how the world dealt with the enormity of the Holocaust.
- the importance of remembrance in a society.
- the types of memorials that remember the Holocaust.
- how modern Germany (et al) has acknowledged the Holocaust.

**Alignment to NJCCSS**


**Key Concepts and Skills**

Students will be able to:

- assess how the world has remembered and memorialized the Holocaust.
- discuss the importance of remembering the Holocaust.
- analyze how time shapes and changes memory and how that impacts Holocaust remembrance.

**Learning Activities**

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**

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**Interdisciplinary Connections**

RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**

- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
Time Frame | Days 40-42 (MIDTERMS)
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Time Frame | Days 43-48

**Topic**

Case Study: Cambodia (1970s)

**Essential Questions**

- What was the Khmer Rouge and what were their goals?
- Who was Pol Pot and how/why did he engineer genocide in Cambodia?
- How did the Khmer Rouge eliminate any and all foreign influence in Cambodia?
- How did the genocide in Cambodia end and what were its long-term effects?

**Enduring Understandings**

Students will understand:

- how Pol Pot and the Khmer Rouge designed and enacted genocide in Cambodia.
- how Cambodian society was ‘purged’ and ‘purified’ of perceived enemies.
- how the genocide in Cambodia ended.

**Alignment to NJCCCS**


**Key Concepts and Skills**

Students will be able to:

- analyze Pol Pot and the genocide he led in Cambodia.
- discuss the Khmer Rouge and their goal to create a community peasant farming society.
- examine the killing fields.
- discuss the purging of ‘class enemies’ and the ‘purification’ of Cambodian society.
- analyze how Pol Pot lost power and how the genocide ended.
- examine the effects of the Cambodian genocide.

**Learning Activities**

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**

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**Interdisciplinary Connections**

RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**

- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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**Topic**

Case Study: Iraq (1980s)

**Essential Questions**

- How did the history of Iraq lay the groundwork for the crimes against humanity that occurred in the late 20th century?
- How was genocide used as a tactic to reduce rebellions in restive regions?

**Enduring Understandings**

Students will understand:

- the role of ethnic tensions and cultural histories in creating prejudice and hate.
- the role of ethnic tension in creating a genocidal environment.
- the use of chemical weapons to enact genocide
- the lack of involvement by the international community when geo-political concerns are present.

**Alignment to NJCCCS**


**Key Concepts and Skills**

Students will be able to:

- determine to what extent the aftermath of World War I set the table for the Kurds to be attacked.
- assess the role Saddam Hussein in this genocide.
- debate criticisms that have been made of the foreign (Western European /US) role in not stopping the use of chemical weapons against Kurdish civilians.
- determine how the genocide has empowered the Kurds to seek a secure homeland.

**Learning Activities**

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

**21st Century Skills**

| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy |

**Interdisciplinary Connections**

RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**

- Laptop
- PowerPoint
- Projector
- Streaming Facts on File
- Video excerpts

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
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### Topic

Case Study: Bosnia and Kosovo (1990s)

### Essential Questions

- How did the history of Yugoslavia lay the groundwork for the crimes against humanity that occurred in the late 20th century?
- Is there a difference between ‘ethnic cleansing’ and genocide?

### Enduring Understandings

Students will understand:

- the similarities between the violence in Kosovo and that in Bosnia.
- the role of ethnic tensions and cultural histories in creating prejudice and hate.
- the role of ethnic tension in creating a genocidal environment.
- what ethnic cleansing is and how the euphemism was contrived.

### Alignment to NJCCCS


### Key Concepts and Skills

Students will be able to:

- determine to what extent the Bosnian genocide can be ascribed to ‘ancient hatreds’?
- assess the role of nationalist leaders in the late 1980s and early 1990s.
- debate criticisms that have been made of the foreign (Western European /US) role in Yugoslavia’s dissolution, and during the Bosnian war of the 1990s.
- evaluate the ways in which the campaign in Kosovo in 1998-99 similar to the Serbs’ genocidal strategy in Bosnia.
- determine how successful the post-genocide quest for justice been in the territories of the former Yugoslavia.

### Learning Activities

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

### 21st Century Skills

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### Interdisciplinary Connections

RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration

- Laptop
- PowerPoint
- Projector
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- Video excerpts

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
Time Frame  | Days 60-65
---|---

**Topic**

Case Study: Rwanda (1994)

**Essential Questions**

- What role did imperialism play in Rwanda?
- What did the delineation between Hutu and Tutsi develop and how did it influence the genocide?
- How did the genocide in Rwanda begin and end?
- Did the international community shirk their collective responsibility with regards to the genocide in Rwanda?

**Enduring Understandings**

Students will understand:

- the impact of imperialism on the events in Rwanda.
- the role of prejudice in the genocide.
- how the genocide began and how it ended.
- how the inaction of the global community impacted the outcome of the genocide.

**Alignment to NJCCCS**


**Key Concepts and Skills**

Students will be able to:

- analyze the role of imperialism in Rwanda.
- discuss the distinction between the Hutu and Tutsi groups within Rwanda.
- analyze how prejudice led to genocide.
- discuss the events of the genocide and how the genocide ended.
- debate the responsibility of the international community in not helping to stop the genocide in Rwanda.

**Learning Activities**

- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

**Assessments**

- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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**Interdisciplinary Connections**

RH/11-12/1-10; WHST/11-12/1-10

**Technology Integration**

- Laptop
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**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
DEPARTMENT: Social Studies
COURSE: Holocaust and Modern Day Genocide

Time Frame
Days 66-73

Topic
Case Study: Sudan

Essential Questions
- What are the causes of the genocides occurring in Sudan and who is involved?
- How do religious differences and prejudice exacerbate these conflicts?
- What role should the international community play in ending genocides in this part of Africa?

Enduring Understandings
Students will understand:
- why genocide is occurring in Sudan and who is involved.
- the role of religious differences and prejudice in this area.
- why the international community has only been marginally involved in helping Sudan.

Alignment to NJCCCS

Key Concepts and Skills
Students will be able to:
- examine the causes of genocide and violence occurring in Sudan.
- discuss the role of the Sudanese government and the Janjaweed.
- analyze how religious differences and prejudice exacerbate these conflicts.
- debate the role of the international community with regards to the violence in Sudan.

Learning Activities
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

Assessments
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

21st Century Skills
- Creativity
- Critical Thinking
- Communication
- Collaboration

Interdisciplinary Connections
RH/11-12/1-10; WHST/11-12/1-10

Technology Integration
- Laptop
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### Time Frame
Days 74-79

### Topic
Case Studies: Genocides of Indigenous Peoples

### Essential Questions
- What is the ‘discourse of extinction’ vis-a-vis indigenous peoples?
- Why have so many genocides occurred against indigenous peoples worldwide?
- What role did genocide play in the conquest of indigenous peoples in the Americas, Africa, and Australasia?
- What occurred in Guatemala in the late 1970s and early 1980s?
- What is the concept of a ‘genocidal society’ in the context of Australian history?
- Why do so many people either deny or celebrate genocides against indigenous peoples?
- What is the role of disease in the destruction of indigenous populations, and is it possible to separate the unintentional spread of disease from intentional acts of genocide?

### Enduring Understandings
Students will understand:
- the role genocide played in the conquest of indigenous peoples.
- the role disease plays in the destruction of indigenous populations.
- why people often deny or celebrate the maltreatment of indigenous peoples.

### Alignment to NJCCCS

### Key Concepts and Skills
Students will be able to:
- identify ‘indigenous people.’
- analyze and discuss the role of genocide in the conquest of indigenous peoples.
- discuss the phenomenon of ‘residential schools’ in North America and Australia.
- examine the concept of a ‘genocidal society.’
- assess the situation of indigenous peoples around the world today.

### Learning Activities
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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### Interdisciplinary Connections
RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration
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### Time Frame
Days 80-82

### Topic
Memory, Forgetting and Denial

### Essential Questions
- How do governments and other actors seek to control and shape historical memory? What are some examples in the history of genocide?
- Why is genocide denial prevalent and what are the major points that allow it to persist?

### Enduring Understandings
Students will understand:
- how the attitudes to the Nazi past have evolved in post-World War II Germany.
- the major arguments of genocide deniers.
- prominent examples of denial.

### Alignment to NJCCCS

### Key Concepts and Skills
Students will be able to:
- identify key arguments of genocide deniers
- discuss prominent instances of genocide denial.
- assess how denialist statements should be handled, i.e. discouraged, marginalized or blatantly suppressed.

### Learning Activities
- Lecture
- Class discussion
- PowerPoint presentations
- Film and documentary excerpts
- Primary and secondary document analysis

### Assessments
- In-class writing prompts
- Debates/presentations
- Quizzes/tests

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### Interdisciplinary Connections
RH/11-12/1-10; WHST/11-12/1-10

### Technology Integration
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