

# Understanding By Design Unit Template

<b>Title of Unit</b>	Genocide, Human Rights, and Geography's Role	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	One Month
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			
<ul style="list-style-type: none"> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</li> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</li> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</li> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</li> <li>- <b>CCSS.ELA-LITERACY.RH.11-12.10</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</li> </ul>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>

<p>There are currently 5 countries under a "Genocide Watch," which means potential exists in 2017 for carrying out Genocide. Students need to know that this is a current issue and is not only about the Holocaust. We, as citizens of the world, really need to look at ourselves and mindsets are and how they need to change. Students</p>	<ul style="list-style-type: none"> <li>- What is Genocide?</li> <li>- Why does Genocide occur?</li> <li>- What, if anything, can be done to stop genocide?</li> <li>- What are the origins of genocide (act and term)?</li> <li>- What role does religion play in Genocide?</li> <li>- What are other catalysts for genocide?</li> <li>- Does geography dictate whether or not genocide will occur?</li> <li>- Does geography impact Human Rights issues?</li> </ul>	<ul style="list-style-type: none"> <li>- What role do cultural differences play in genocide?</li> <li>- Why don't more countries try to put an end to genocidal practices?</li> <li>- Are there misconceptions about genocide?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>- Genocide is about cultural weakness.</li> <li>- Genocides are not all as well-known as the Holocaust.</li> <li>- Geography has no influence on Genocide</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	
<ul style="list-style-type: none"> <li>- What constitutes "Genocide"</li> <li>- What some of the catalysts are for genocide</li> <li>- What the parameters are for Genocide</li> </ul> <p>Objectives: Students must, from the start, understand that "genocide is the deliberate killing of a large group of people, especially those of a particular ethnic group or nation." We must then explore human rights violations and how they may lead to genocide. (torture/terrorism/discrimination/slavery (modern and past atrocities)/political repression (the action of subduing someone or something - the restraint, prevention, or inhibition of a feeling, quality, etc.)/ Totalitarianism ideology etc.</p> <ul style="list-style-type: none"> <li>- What Human Rights issues are and what we can do to stop them.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify Genocides and their causes</li> <li>- Work towards understanding why Genocide Happens.</li> <li>- Identify causes of Genocide</li> <li>- Interpret the reasoning leaders used to perpetrate genocide.</li> <li>- Construct/Implement plans to possibly avoid Genocide in the future.</li> <li>- Describe the catalyst of the genocide/the reasons the genocide ended(intervention/war), the lessons learned.</li> <li>- Explain the impact/ramifications of the genocide on society in the years after genocide - present.</li> <li>- Construct timelines of Genocides/Leaders to see if there are historical influences.</li> </ul>	
<b>Assessment Evidence (Stage 2)</b>		
<b>Performance Task Description</b>		

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- In the first days of school, students will be familiarized with the rules/norms/expectations of the class.
- Students will be introduced to the 5 themes of Geography and be quizzed on the terms (Location, Place, Region, Movement, Human-Environmental Interaction).
- Students will do more research and determine the correlation between Geography and issues regarding Human Rights and Genocide.
- I would like my students to create a world map on the wall that we can label/track Genocides and Human Rights issues.....to see Geographic Correlation
- Students will then do student research and lead class discussion about the different Genocides that have occurred around the world - they will choose (Armenia/Rwanda/Cambodia/Assyria/Holodomor Ukraine/Bosnia/Greek/Guatemala/Holocaust/Anfal/Dzungar Western Mongolia/ Herero and Namaqua/Porajmos/Selk'nam/Bangladesh 1971/Trail of Tears/Yazidis by ISIL/General Plan OST Nazis v Slavs/Burundian
- Map quizzes (North America 2 parts ~ USA and CANADA)
- Students will begin to dissect the Universal Declaration of Human Rights - ongoing throughout year  
<http://www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/portrait.a4.pdf>
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**Other Evidence**

**Learning Plan (Stage 3)**

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Students are just starting the class, so we haven't been anywhere yet :)
- However, the students goal is to begin our studies and correlate the relationships between Geography, Human Rights and Genocide
- Students will be hooked by a couple of things (there will be a lot of student driven research/planning/execution of ideas). The students will research and choose 10-15 Genocides they wish to study. They will also choose the Human Rights issues they wish to study.
- **Project** - Assigned Day ONE
- 1. Pick a song that you like (make sure it is class appropriate :) NO BAD WORDS, PLEASE
- 2. Choose 15 random words from the song
- 3. Find 15 events that correlate with Geography/Human Rights/Genocide (Prior to 1950)
- Example - My word is TRUCE - my event - Christmas eve 1914 - World War I - the Germans and British stopped fighting each other, played soccer, ate together, and sang songs. After Christmas, they returned to fighting each other.
- 4. Once you have found 15 events from the past that relate to your words; find 15 events from the present that relate to your words (1950 - Present)
- 5. Construct a poster with at least 6 words (12 events) that shows how the events are related.....**make a connection - Must write a description - EXPLAIN HOW THEY ARE CONNECTED.**
- 6. upon completion of your poster, **write a song or a poem** that incorporates the **theme** within your research.
- (Love, Unity, War, Friendship, Government.....etc) Use a **minimum of three events** in your poem or song.
- ALL OF THE LESSONS REQUIRE THE STUDENTS TO RESEARCH AND ORGANIZE THE INFORMATION - STUDENTS WILL LEAD DISCUSSION AND THEREBY EXHIBIT THE KNOWLEDGE THEY HAVE ACQUIRED.
- Students will be applying for Grants/writing letters to corporations to fund our Community Garden (One of the basic human rights is to have food on the table every day). The community garden, if successful, will feed members of the community and we will educate others how to grow their own gardens.
- DBQ - <https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/DBQ%20Ukrainians%20Camdodians%20Rwandans.pdf>

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## Understanding By Design Unit Template

<b>Title of Unit</b>	Geography, Hate, and its impact on the World - Unit II	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	One Month
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**6.1.12.A.11.e-** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

**6.1.12.D.11.d-** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

**6.1.12.D.11.e-** Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

**6.2.12.A.4.c-** Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

**6.2.12.A.4.d-** Assess government responses to incidents of ethnic cleansing and genocide.

**6.2.12.D.4.i-** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

**Common Core:**

**Reading Standards:**

**RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing Standards:**

**W9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.

**W.9-10.6** Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.

**Speaking & Listening Standards:**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10.5** Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Other:

**Technology Standards:**

**Standard 8.1 – Computer and Information Literacy:** All students will use computer applications to gather and organize information and to solve problems.

**21st Century Standards: Standard 9.4.12.J.(2).1** Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

<p>At this point, the students will have picked the Genocides and other Human Rights violations they wish to study. At this point we will start by reflecting on OUR role in society to help and/or hinder progress towards peace, love, understanding, acceptance. As we start to study different aspects of human rights and genocide, we will look at how these events could have been avoided and what actions we can take to help prevent future atrocities from occurring.</p>	<ul style="list-style-type: none"> <li>- What is my role in society?</li> <li>- How do heritage, culture, and history shape my perspective?</li> <li>- Who am I responsible to and for? Why? How do I show that?</li> <li>- How can I make a change to society?</li> <li>- Where does hate emanate from?</li> <li>- What steps did society take to try to overcome hate?</li> </ul>	<ul style="list-style-type: none"> <li>- How can I make a difference in Perth Amboy...beyond?</li> <li>- How can I get young adults interested in helping others, not just themselves?</li> <li>- Is there hate in this school/city/state/country? Where does it come from and how can we go about ending hatred?</li> </ul>
<b>Related Misconceptions</b>		
<p>The biggest misconception that we will discuss will be, "we are too young to do something." Students need to know that they can make a larger impact than they think (I will help reinforce this by showing very short video stories about people doing good things ((I will show videos about young people)) 'Great Big Story'.</p>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	
<ul style="list-style-type: none"> <li>- how much human nature/environment plays in whether or not you hate/love.</li> <li>- how long people have been thinking about hate/trying to fix it.</li> <li>- what role your family plays in the ideals you carry with you.</li> <li>- where Genocides/Human Rights issues start. Role of Family/Religion/Society...</li> </ul>	<ul style="list-style-type: none"> <li>- interpret complex text and relate it to Geography/Human Rights/Genocide around the world. (Ongoing skill)</li> <li>- rationally discuss difficult ideas about what causes people to treat one another poorly. (ongoing discussion)</li> <li>- choose positivity over negativity...</li> </ul>	

**Assessment Evidence (Stage 2)**

**Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Our first goal is to find out who we are - We will read, The Bear Who Wasn't and complete the identity chart. Who am I? How do I think others see me? How can the opinion of others change how we see ourself? Does this lead to hate? Does it lead to bad feelings? Name examples of this in society, where others people's ideas/misperceptions lead to acts of hatred - research
- <https://www.youtube.com/watch?v=mt106ojXPyE>
- <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/bear-wasnt>
- <https://www.facinghistory.org/resource-library/image/identity-chart-1?backlink=holocaust-and-human-behavior/complexity-identity>
- Students will anonomously take the "Human Nature Survey" we will discuss the results <http://hs.pequannock.org/ourpages/auto/2012/8/24/41742984/Human%20Nature%20Survey.pdf>
- Five levels of human needs - <https://www.simplypsychology.org/maslow.html>
- and how they fit into Human rights - which needs have been met in your life? Which needs still need to be met? How can we achieve that goal? Which needs can society help meet? Does someone lacking these goals know how them?
- I want our students to write a Weekly/Monthly (not sure yet) newspaper about Human rights issues that society faces...Local and Worldwide. I would like them to distribute the paper and create a Bulletin Board that keeps our students abreast of these issues and steps being taken to solve the issues. This would carry on for the entire school year.
- Close Reading Exercise and Vocabulary Quiz - Written by Me :) Dr. Waller
- Close Reading Exercise – "Dr. James Waller Discusses Why Ordinary People Commit Genocide"
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- Dr. James Waller: Scholar in the field of holocaust and genocide studies
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- Concerns: "Humans are weapons of genocide" - "What is the psychological state of a person who murders or demands the murder of other people?"
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- Thoughts:
- - All human beings are capable of murder
- - Someone must permit or advocate murder
- - The leaders must decide how to commit the murders
- - Genocide comes down to good v. evil
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- Preliminary Questions:
- - With so many steps preceding genocide, why is it no one says it is immoral?
- - How do we determine what is good or evil?
- - Are people who commit genocide crazy or hungry for power?
- - Are we all capable of murder?
- 
- Dr. James Waller Discusses Why Ordinary People Commit Genocide
- 
- April is the month for commemorating the Armenian Genocide and it was only fitting that Dr. James Waller gave a lecture on the psychology of mass murder and genocide, during this month. At 7:30 pm on April 10, the Department of Psychology joined with the Armenian Studies Program and the Armenian Students Organization in presenting Dr. Waller. The Center for the Study of Consciousness, Spirituality, and Culture of the University of California, San Francisco-Fresno Medical Education Program, the Eli Lilly Company, and Whitworth College also co-sponsored the event.
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## Other Evidence

- The students will be exercising their critical thinking and problem solving muscles. The deeper and more developed the discussion and thought process, the closer we get to solving some issues....whether they be school issues/ community issues / state issues / or larger issues.

## Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
  - **How will you hook** students at the beginning of the unit?
  - **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
  - **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
  - **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
  - **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
  - **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- The students are now well on their way to understanding how Geography, Human Rights, and Genocide intertwine. They will be constantly challenged to uncover the catalysts for bad behavior and the solution.
  - The hook is to make change. I want our students to know that they can be part of the solution by making them part of the solution.
  - I would like the students to possibly visit amnesty international or have a representative come visit the class. This would not just help them learn about the issues and how to solve them but also possible jobs they may be interested in.
  - Organization is day to day - if there is a topic that the students are particularly passionate about, we will spend more time on that issue. The key standards to any lesson will be: What is the issue? How did we get here? What was the outcome? If it's happening now, what can we do to stop it? How do we avoid this in the future?

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## Understanding By Design Unit Template

<b>Title of Unit</b>	Morality and Human responsibility	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	One Month
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Content:**

**6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.**

**6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.**

**6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.**

**6.2.12.A.4.c- Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.**

**6.2.12.A.4.d- Assess government responses to incidents of ethnic cleansing and genocide.**

**6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.**

**Common Core:**

**Reading Standards:**

**RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Writing Standards:**

**W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.**

**W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

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**W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.**

**Speaking & Listening Standards:**

**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

**SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

**SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Other:**

**Technology Standards:**

**Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.**

**Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.**

**21st Century Standards:**

**Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.**

**Content:**

**6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.**

**6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.**

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<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ul style="list-style-type: none"> <li>- Students will be doing a lot of reading and researching in regards to what it means to be a "good samaritan."</li> <li>- They will be exposed to examples of people who stepped up and people who did nothing.</li> <li>- We will also discuss technology's role in samaritanism....helping out versus recording an incident on your cell phone. What are the ramifications of not helping?</li> </ul>	<ul style="list-style-type: none"> <li>- what is a good samaritan?</li> <li>- what role does fear play in not helping?</li> <li>- is it morally right to not help?</li> <li>- What are the dangers in helping?</li> <li>- How is society apathetic in general? Give Examples. lack of interest, enthusiasm, or concern.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Describe a time you did something to help someone you did not know who was in trouble?</li> <li>- Identify a time you were too afraid to help?</li> <li>- Defend your right to help/not help someone who is in trouble.</li> <li>- Explain how we can make society less apathetic to the plight of people we don't know?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>- Students must understand that they are not too young to get involved in helping someone or a group of people.</li> <li>- Sometimes, all it takes is a phone call.</li> <li>- Sitting back and doing nothing isn't as bad as committing the atrocities.</li> </ul>		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	

- how to identify places on a map
- how to identify, explain, and construct arguments for or against helping people in tough situations.
- How society saw/sees issues that face(d) the world and took steps to make changes for the better.

- dissect the Universal Declaration of Human Rights.
- Defend a position for or against helping others in different scenarios.
- Construct arguments on a particular side.
- Think Critically about readings and interpret their ideas and feelings about the topics.

**Assessment Evidence (Stage 2)**

**Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Map Quiz ~ Europe
- Kitty Genovese & The Bad Samaritan

[http://www.csicop.org/specialarticles/show/kitty\\_genovese\\_revising\\_the\\_parable\\_of\\_the\\_bad\\_samaritan](http://www.csicop.org/specialarticles/show/kitty_genovese_revising_the_parable_of_the_bad_samaritan)

- "Milgram Shock Experiment"

<https://www.youtube.com/watch?v=xOYLCy5PVgM>

[https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs\\_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0](https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0)

[https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs\\_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0](https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0)

[https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs\\_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0](https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0)

[https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs\\_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0](https://www.google.com/search?safe=active&q=the%20milgram%20shock%20experiment%20lesson%20plan&oq=the%20milgram%20shock%20experiment%20less&gs_l=psy-ab.3.0.33i22i29i30k1.9962.11170.0.12350.5.5.0.0.0.158.533.3j2.5.0...0...1.1.64.psy-ab..0.5.531...0j0i22i30k1.PO3ZbvJbyj0)

- "The Hangman" by Maurice Odgen: Students could discuss the implications of being indifferent and analyze their personal opinions on the poem indifference. Other discussion questions include how does this poem relate to the Holocaust? Could we as Americans and a society be this indifferent?

[https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/8286/The%20Hangman\\_Full%20Text%20and%20TPCASTT.pdf](https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/8286/The%20Hangman_Full%20Text%20and%20TPCASTT.pdf)

[https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/8286/The%20Hangman\\_Full%20Text%20and%20TPCASTT.pdf](https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/8286/The%20Hangman_Full%20Text%20and%20TPCASTT.pdf)

- "Heinz Steals the Drug"; they will give their opinion to what Heinz should do. They will then create a behavioral response for the dilemma that corresponds to each stage of moral development.

[https://www.iccb.org/iccb/wp-content/pdfs/adulted/healthcare\\_curriculum/curriculum&resources/context\\_social\\_studies/F.%20HC%20Context%20Social%20Studies%20Resource%20File/84.pdf](https://www.iccb.org/iccb/wp-content/pdfs/adulted/healthcare_curriculum/curriculum&resources/context_social_studies/F.%20HC%20Context%20Social%20Studies%20Resource%20File/84.pdf)

[https://www.iccb.org/iccb/wp-content/pdfs/adulted/healthcare\\_curriculum/curriculum&resources/context\\_social\\_studies/F.%20HC%20Context%20Social%20Studies%20Resource%20File/84.pdf](https://www.iccb.org/iccb/wp-content/pdfs/adulted/healthcare_curriculum/curriculum&resources/context_social_studies/F.%20HC%20Context%20Social%20Studies%20Resource%20File/84.pdf)

- Students will continue to dissect the Universal Declaration of Human Rights - ongoing throughout year

<http://www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/portrait.a4.pdf>

**BULLETIN BOARD AND NEWSLETTER UPDATE**

- Paul Simon's / Disturbed The Sound of Silence; as a reflective activity students will complete a journal assignment discussing what ways they have "kept quiet". Garfunkel once summed up the song's meaning as "the inability of people to communicate with each other, not particularly internationally but especially emotionally, so what you see around you are people unable to love each other."

HBO Documentary - 50 Children

## Other Evidence

### Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
  - **How** will you **hook** students at the beginning of the unit?
  - **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
  - **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
  - **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
  - **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
  - **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Students are now getting comfortable with the Declaration of Human Rights. They can see where the violations are and determine how to correct the problems.
  - We have been able to establish Geography's role in world happenings and students can make the correlation between geography and human rights issues.
  - Students are doing a lot of reading and research on being a good samaritan..Hopefully they are being encouraged to venture out on their own and report back on anything they see that is not okay.....these instances may have occurred in school, at home, or in the community. We should be able to brainstorm how to solve the problems and keep the students interested.
  - This class belongs to the students. I don't want to get specific on which issues we will be discussing because I want the students to be the ones to tell me. I am hoping to empower them to make decisions about the class and help teach the class on a deeper level.
  - Let's take look at good samaritan laws.

## Understanding By Design Unit Template

<b>Title of Unit</b>	Slavery: Then and Now	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	One Month
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.**  
**6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.**  
**6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.**  
**6.1.12.C.1.b - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.**  
**6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.**

**Reading Standards:**

**RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Writing Standards:**

**W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.**

**W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**11**

**W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.**

**Speaking & Listening Standards:**

**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

**SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

**SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Other:**

**Technology Standards:**

**Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.**

**Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.**

**21st Century Standards:**

**Standard 9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.**

**Understandings**

**Essential Questions**

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>- Students will research what slavery was/is</li> <li>- How it started/ended.....has it ended</li> <li>- who was affected by it</li> <li>- where in the world slavery has taken place throughout history</li> <li>- When it was prevalent in history</li> <li>- Where does it still occur</li> <li>- Who is affected by slavery in the 21st century</li> <li>- What does slavery currently look like?</li> </ul>	<ul style="list-style-type: none"> <li>- Which other nationalities and races of people were/are affected by slavery?</li> <li>- What is the history of slavery?</li> <li>- What role does/did religion play in slavery?</li> <li>- How and why did slavery come to America?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- We are supposed to learn from history, but we keep making the same mistakes....How do we STOP THIS?</li> <li>- What has slavery's impact been on the 21st Century?</li> <li>- Explain how some forms of slavery still take place on American soil around the world?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>- I think the biggest misconception we will tackle is that there is no slavery occurring today.</li> </ul>		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...

- What the catalysts were for slavery in the past/what they are now.
  - Domestic Servitude.
  - Sex Trafficking.
  - Forced Labor.
  - Bonded Labor.
  - Child Labor.
  - Forced Marriage.
  
- some of the danger signs they need to be aware of....and make others aware of.
- How the 8 stages of Genocide correlate to slavery (then and now)
  - Classification
  - Symbolization
  - Dehumanization
  - Organization
  - Polarization
  - Preparation
  - Extermination
  - Denial

- Create a fact sheet about slavery and its impact on other countries then and now (for bulletin board/newsletter)
- Read and understand rigorous text.
- 

**Assessment Evidence (Stage 2)**

**Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Map Quiz of Africa
- on the world map the class created, we will label all the countries that have had slavery (then and now).

[https://liberalarts.utexas.edu/hemispheres/\\_files/pdf/handouts/Classroom\\_Resources\\_on\\_Afro-Latinos.pdf](https://liberalarts.utexas.edu/hemispheres/_files/pdf/handouts/Classroom_Resources_on_Afro-Latinos.pdf)

Refer to page 14 of the Amistad Commissions Genocide Curriculum (with modifications by me)

1 - Use the Internet to find information about any person who led a slave rebellion/was an abolitionist (in America) - Examples: Nat Turner, Sojourner Truth, John Brown, Frederick Douglass, Dred Scott, Harriet Ross Tubman, Gabriel Prosser, Denmark Vesey...

How were these Americans important in combatting slavery?

2 - Find their modern-day equivalent....a person who stands up for what they believe in to help put an end to an atrocity. This person is probably not famous and will require a lot of research to find.

3 - Correlate their lives - What do they have in common? Why did these people feel the need to stand up for someone/something? What are their backgrounds (similar? Different)?

4 - Students will present their information in any way they wish....except Powerpoint/Google Slides

[http://www.theadvocatesforhumanrights.org/uploads/rights\\_of\\_workers\\_9-12\\_lesson\\_plan.pdf](http://www.theadvocatesforhumanrights.org/uploads/rights_of_workers_9-12_lesson_plan.pdf)

<https://www.liverpoolmuseums.org.uk/ism/learning/slavery-today/contemporary-slavery-teachers-resource.pdf>

[https://www.amnesty.org.uk/files/activities\\_-\\_slavery\\_today\\_english.pdf](https://www.amnesty.org.uk/files/activities_-_slavery_today_english.pdf)

- UPDATE TO BULLETIN BOARD AND NEWSLETTER

## Other Evidence

## Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Students will be correlating Slavery with Genocide and Human Rights.
- Students will be quizzed about the topics we are researching and discussing, but I want to know that they can think critically and discuss these topics with students outside of the class, so I am thinking about a roundtable discussion with the Multicultural studies class...or a history class (that I don't teach)...OR while they are in lunch they can mingle and discuss...have students sign petitions etc.
- I think once we start discussing modern day slavery the students will be in for a shock. This affects people their age....in places they may have been. I think this will be one of the topics that motivates them to want to make a change.
- Refining their work comes naturally once they cultivate their new understanding. Once they are able to discuss it and understand it, they will grow as students and citizens.
- This is a good time to look at what is going in the USA in regards to statues/ KKK/Confederacy/The real reason the Civil war was fought/terror groups/ Hatred.....and the list goes on.
- 

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)

## Understanding By Design Unit Template

<b>Title of Unit</b>	Honor Killings and Death Penalty	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	2 Weeks
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.**

**Reading Standards:**

**RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Writing Standards:**

**W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose and audience.**

**W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**11**

**W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.**

**Speaking & Listening Standards:**

**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

**SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

**SL.9-10.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Other:**

**Technology Standards:**

**Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.**

**Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.**

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

<ul style="list-style-type: none"> <li>- Students will be introduced to “honor Killings” and understand that many people, including law enforcement, turn a blind eye to it.</li> <li>- students will look at excerpts of religious text and see if it says to kill those who go against your beliefs/have killed someone else.</li> <li>- Students will look at court cases here and abroad to see if the death penalty is something that we should keep or abolish.</li> <li>- We will also look at people who have been wrongly accused and put to death because of a mistake.</li> </ul>	<ul style="list-style-type: none"> <li>- What is Honor Killing?</li> <li>- How can there be honor in killing anyone?</li> <li>- Does killing someone who has killed someone make killing right; more acceptable?</li> <li>- Is the death penalty universally accepted?</li> <li>- How many states/countries have the death penalty?</li> <li>- Should religion be used in the defense of murder?</li> </ul>	<ul style="list-style-type: none"> <li>- How many people living in the US have been killed in an HONOR KILLING?</li> <li>- Has anyone in the US been put to death only to later find they were innocent?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>- There is no honor in honor killings</li> <li>- Not every person who is put to death is guilty of the crime they have been convicted of.</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	

- How religion plays into Honor Killings and the Death Penalty
- about the many cases of honor killings in the USA and around the world
- How many states /countries utilize the death penalty and how many people are wrongly accused.

- research religion and cultural ideology to determine how and why people get away with honor killings.
- discuss what alternatives there may be when you "go against your family's wishes."
- Construct a plan that will offer suggestions to groups who think Killing is okay.
- identify cases where someone was wrongly accused of a heinous crime and put to death for it.

### **Assessment Evidence (Stage 2)**

### **Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Map Quiz on Asia
- Research "Honor Killings" and find out how many cases worldwide have been reported.
- Which of these cases have taken place in the USA?
- HBO Documentary - A Girl in the River
- [https://www.ted.com/talks/khalida\\_brohi\\_how\\_i\\_work\\_to\\_protect\\_women\\_from\\_honor\\_killings](https://www.ted.com/talks/khalida_brohi_how_i_work_to_protect_women_from_honor_killings)
- <http://www.teachwithmovies.org/guides/behind-the-sun.html> (Possible)
- file:///C:/Users/bgioia/Downloads/23101.pdf
- Banaz: A Love Story - <https://www.youtube.com/watch?v=VepuyvhHYdM> (possible)
- <https://www-tc.pbs.org/kqed/onenight/teachers/lesstwo.pdf> (capital punishment)
- <https://deathpenaltyinfo.org/innocence-cases>
- <https://deathpenaltyinfo.org/executed-possibly-innocent>
- Students will be doing a lot of research to determine their opinions on Honor Killing and the Death Penalty. We will be looking at case studies and evidence to determine if people have been wrongly put to death.
- As far as honor killing go, I'm hoping the students will help spread the word and start petitions/ write letters to government officials/ partake in a lawful protest (school sanctioned) to bring awareness to this issue.
- BULLETIN BOARD AND NEWSLETTER

## Other Evidence

## Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

The students are on a path to enlightenment and awareness. Not only should they now be active members of their community, they may also be thinking about a career in helping others.

The hook is the work itself....Do you want to leave this world better than you found it? All the evidence of knowledge comes from the discussion and research. What questions are the students asking? Is there a desire for deeper learning? If this is occurring, then I know they are hooked and feeling passionate about the topics...and doing something about it.

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

# Understanding By Design Unit Template

<b>Title of Unit</b>	The Holocaust and other Genocides	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	Upwards of Two Months
<b>Developed By</b>	Miss Bernadette Gioia		

## Identify Desired Results (Stage 1)

### Content Standards

- **6.2.12.A.4.d** Assess government responses to incidents of ethnic cleansing and genocide.
- **CCSS.ELA-LITERACY.RH.11-12.1**  
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- **CCSS.ELA-LITERACY.RH.11-12.2**  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-LITERACY.RH.11-12.3**  
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- **CCSS.ELA-LITERACY.RH.11-12.6**  
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- **CCSS.ELA-LITERACY.RH.11-12.7**  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- **CCSS.ELA-LITERACY.RH.11-12.10**  
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

<b>Understandings</b>	<b>Essential Questions</b>	
Overarching Understanding	Overarching	Topical

- Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
  - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias
  - Distinguish valid arguments from false arguments when interpreting current and historical events.
  - Evaluate leadership styles.
  - Determine bias and propaganda.
  - Form generalizations about Jewish life in Europe prior to the Holocaust.
  - Analyze and form conclusions about the later 19th and early 20th century German/European politics that provided the seedbed for the rise of Nazism. ( We will also explore Nazis in AMERICA then and in the 21st century).
  - Explain the rise of fascism and spread of communism in Europe and Asia.
  - Analyze the extent to which the legacy of World War I, the global conflicts, imperialism, and traditional political or economic rivalries that caused WWII.
- Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war".
- All this researched information will be compared with other Genocides of the student's choosing.

- The consequences of WWII are still being felt.
- there are many who say the Holocaust never took place. How can we convince skeptics that it did?
- Discuss whether or not the leaders of any Genocidal efforts were trying to prove something by killing people?
- How was life for the Jews any different that our lives?
- How does nationalism turn into a bad thing?
- Can Nationalism turn cause war in the US?

- As the years progress, there are fewer and fewer holocaust survivors. This means that without family members, holidays, and classes, the sacrifices may be forgotten...and repeated.
- How can we assess leaders and their ability to stay within the norms and not kill an entire group of people?

#### Related Misconceptions

- The biggest misconception is that the Holocaust was the only genocide to take place in the 20th century.
- another would be that there are no genocides happening in the 21st century.

**Knowledge**

Students will know...

- Why trusted leaders guide their people into genocide.
- how to research and distinguish fact from fiction
- How to identify propaganda from fact
- How to stop a genocide after it starts
- How to recognize that a genocide may be coming
- What Nationalism and Fascism are
- how nationalism becomes something extreme

**Skills**

Students will be able to...

- Construct a timeline of the major Genocides in history
- Interpret Primary Documents
- Describe the events that led to the major genocides in history.
- report on the events and the role of nationalism and fascism.
- Identify leaders of genocide and identify reasons why it happened
- Construct and attempt to implement plans to end/curtail genocide.

**Assessment Evidence (Stage 2)****Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Map quiz - Europe
  - <http://cchsenenglish10.weebly.com/uploads/5/5/4/8/5548482/holocaust-document-based-question.pdf>
  - Political, social and economic ideas of the late 19th and early 20th centuries
    - \* Primary source propaganda; illustrations; posters; cartoons of the Nazi party
    - \* "Attitudes Towards Group" activity
    - \* Gallery Walk of Holocaust era art and that of other genocides - students will use adjectives to describe what they see, emotions they feel
    - \* Nazi Propaganda and identify the devices that are being used. In addition students can discuss; a) what is the purpose of the poster b) who is the intended audience c) what is the message of the poster d) these posters were all over Germany. Why do you think they were unopposed and so effective?
  - \* Propaganda from other genocides as well
- Reading Assignments:

\* Anna/Helga/Rachel's Dilemma <https://alisonedwardsdotnet.files.wordpress.com/.../class-4-literature-of-the-holocaust.doc>

\* The Chemist Decision; discuss and debate:

What would you do?

Why Germany?

<http://www.bbc.com/news/world-13015210>

<http://archives.lessoncorner.com/c7025e56fddc42786.pdf>

May read; The Sunflower by Simon Weisenthal

- How to Detect and Analyze Propaganda
  - \* Review the Nuremberg Laws and identify the implications they will have on Jews in Germany.
  - \* The Jews from Poland

Graphic Organizers:

- \* 8 Stages of Genocide
- \* Storyboard of Hitler's Rise to Power
- \* Various political parties at the time
- \* Compare the Nazi propaganda to Pro-War propaganda put out in the United States.

Discussion:

Examples:

- \* Preventions to stop Hitler's Rise to Power
- \* Why was the Nazi Party most viable?

## Other Evidence

### Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
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## Understanding By Design Unit Template

<b>Title of Unit</b>	Basic Human Rights (Garden)	<b>Grade Level</b>	12th
<b>Curriculum Area</b>	Human Rights and Genocide	<b>Time Frame</b>	One Month
<b>Developed By</b>	Miss Bernadette Gioia		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			
<p><b>6.1.12.A.15.e</b> Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p><b>6.1.12.A.15.f</b> Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p><b>6.1.12.B.15.a</b> Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p><b>6.1.12.B.16.a</b> Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p><b>6.1.12.D.16.c</b> Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p><b>6.2.12.C.3.a</b> Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p>			
<b>Understandings</b>		<b>Essential Questions</b>	
Overarching Understanding		Overarching	Topical

<ul style="list-style-type: none"> <li>- People in every society deserve the basics of food, water, and shelter. Not everyone is privileged to have these things. we will look at the reasons why and try to do a bit to help.</li> <li>- People may lack some of these basics through their own doing, but some may be suffering under a regime that oppresses its people.</li> <li>- Hopefully, at this point, we have secured grants and can start to build our garden boxes and plant. (This means we will be reaching out to the community and teaching them how to do the same - sustainability is super-important)</li> </ul>	<ul style="list-style-type: none"> <li>- Which regimes are most oppressive?</li> <li>- How can we change people's mindset as to what acceptable treatment is?</li> </ul>	<ul style="list-style-type: none"> <li>- Why do some regimes feel the need to starve their citizens?</li> <li>- How can we teach people to stand up for themselves and help overcome their oppressive states?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>- People whose human rights are violated are weak because they allow it to happen.</li> <li>- There is nothing that can be done to stop a regime other than through violence.</li> </ul>		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
<ul style="list-style-type: none"> <li>● Which regimes are the worst for violating human rights.</li> <li>● what can be done to empower people.</li> <li>● How some countries have been oppressed for generations and there are ways out.</li> <li>● the ability to sustain oneself is difficult but not impossible. you just need to try.</li> </ul>		<ul style="list-style-type: none"> <li>● decipher regimes and their leaders. which are oppressive? Which have the tendency to become oppressive?</li> <li>● Start seeds and teach others how to sustain themselves.</li> <li>● Empower themselves and others.</li> </ul>

## Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Map Quiz - Random countries
- political regimes and oppression <https://www.cctvcambridge.org/node/264145>
- [https://en.wikipedia.org/wiki/Political\\_repression](https://en.wikipedia.org/wiki/Political_repression)
- Reading option - [http://homepage.ntu.edu.tw/~kslin/macro2009/Przeworski&Limongi\\_1993.pdf](http://homepage.ntu.edu.tw/~kslin/macro2009/Przeworski&Limongi_1993.pdf)
- Reading option - <https://www.thechinastory.org/agenda2013/human-rights-and-politics/>
- Reading option - <http://www.libertarian.co.uk/lapubs/forep/forep018.pdf>
- Resource - <https://www2.gwu.edu/~erpapers/humanrights/lessonplans/Allida's%20foreword.doc>
- Resource - <http://hrlibrary.umn.edu/edumat/activities.shtm> \*\*\*\*\*
- Students will again make a visual representation of leaders/countries/human rights violations of BASIC rights.
- BULLETIN BOARD - NEWSLETTER
- Students will research dictatorships and create a scale to determine how well people live.
- Students will have applied for grants in the late summer. We will create a garden and help sustain a portion of the community.
- Students will invite PEOPLE from the community and teach those who are interested how to plant a garden and feed themselves.
- PLANTING and CARING FOR OUR GARDEN WILL TAKE UP A LARGE AMOUNT OF TIME

### Other Evidence

## Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

We are at the end of the year.  
 We will be studying about Regimes and their leaders. Students are going to be learning about the Basics we need to survive and those who try to take these rights away from us. While, it may not always be easy to attain shelter, a roof over our heads does us no good if we can't feed ourselves or find water. While studying countries around the world where this can be an issue (even here in the USA), we will learn how to fend for ourselves....and in the meantime, teach others to do the same. Many of the people in our community came from an oppressive regime. Many of our students are familiar with oppression.  
 We are going to empower ourselves and empower others to eat right and grow our own food.

We will study regime's, human rights, How to get food, water and shelter. We will also try to implement a plan to overcome living in an oppressive regime.