

# Genocide

Created by Trent Lamphier  
Moline High School, Moline IL.

Grade Level (Req.): 9-12	Content Area (Req.): Geography	Unit (Opt.): Genocide
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• History and Current Events</li> <li>• English and Literature</li> <li>• Government</li> </ul>		
Time Frame (Req.): The entire unit is 20 Days. This Lesson could run anywhere from 3-6 Days.	Goal (Req.): To help students understand what genocides are and how/why/where they occur.	
	Objective (Req.): Students will be able to understand the causes and effects of genocide in world history.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Internet</li> <li>• Power Point</li> <li>• Videos</li> <li>• Novels/chapters</li> <li>• Textbook</li> <li>• Computer lab</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• Definition of Genocide</li> <li>• Imperialism</li> <li>• Conflict Minerals</li> <li>• Crimes against Humanity</li> <li>• Stereotypes</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Students will write their response to the question: What is a genocide and where have they occurred in the world?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Students will be placed into 5-7 groups (Cambodia, Bosnia, Armenian, Guatemala, US Dakota War of 1872, Darfur, Holocaust)</li> <li>2. Each group will research and create a Geo Story (Powerpoint) on their assigned event/genocide</li> <li>3. Geo Stories (Powerpoints) must include: Multimedia presentation, Maps, Time/history and change, primary documents, and an analysis on why this event constitutes a genocide or why it does not.</li> <li>4. Have each group present their Geo Story to the class using Powerpoint.</li> <li>5. Class discussion on the group presentations and analysis of each.</li> <li>6. Audience will plot the events on a map and summarize the event using a magnet summary.</li> <li>7. Students will be graded on a presentation and powerpoint rubric</li> <li>8. This lesson can be lengthened or shortened dependant on the time you have for your class.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> <li>16.</li> </ol>		

19. . 20. .	
Formative Evaluation (Req.): Students will turn in definitions of genocide and where and when-background knowledge at the beginning of the unit.	Assessment (Req.): Students will be graded on discussions, journals, maps and summaries, and the two rubrics for the geo stories.
Iowa Core Curriculum Standards Used (Req.):	
<ul style="list-style-type: none"> <li>• Geography 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>• Geography 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>• Geography 6., Grades 9-12: Understand how culture affects the interaction of human populations through time and space.</li> <li>• Geography 7., Grades 9-12: Understand how cultural factors influence the design of human communities.</li> <li>• History 2., Grades 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Common Core Curriculum Standards Used (Opt.):	
<ul style="list-style-type: none"> <li>• RI .9-10.2 Deterine central idea of a text, specific details, and a summary</li> <li>• RI.9-10.7 Analyze Various accounts of a subject told in different mediums.</li> <li>• RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how events develop.</li> <li>• RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats.</li> <li>•</li> </ul>	
NGS Standards Used (Req.):	
<ul style="list-style-type: none"> <li>• 1. How to use maps and other geographic representations, tool, and technologies to acquire, process, and report information from a spatial perspective</li> <li>• 2. How to use mental maps to organize information about people, places, and environments in a spatial context</li> <li>• 6. How culture and experience influence people’s perceptions of places and regions</li> <li>• 10. The characteristics, distribution, and complexity of Earth’s cultural mosaics</li> <li>• 13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>•</li> <li>•</li> </ul>	
Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
<ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<ul style="list-style-type: none"><li>• Region</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	