

## What Causes a Genocide?

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Grade Level (Req.): 10th grade	Content Area (Req.): World History	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Geography</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 2 days	Goal (Req.): Investigate the context and dynamics that have led to genocide, and may in the future.	
	Objective (Req.): Understand the broad common themes that occurred in the Rwandan and Bosnian genocides, and apply them to current situations.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Websites (included below)</li> <li>• iPad (1:1 school)</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Why would one group of people want to eliminate another group? What possible factors could lead to this? How was this present during the Holocaust? (connection to prior knowledge)		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Examine the glossary of terms related to conflict and genocide. With partners, and then as a class, we will explain/discuss these terms as they applied to the Holocaust. This will introduce these terms to students with content they are familiar, which will more readily allow them to use the terminology while learning about the Bosnian Genocide and modern examples of conflict.</li> <li>2. As a class, read a brief overview of characteristics of the areas that made up Yugoslavia. (<a href="https://www.cia.gov/library/publications/the-world-factbook/geos/bk.html">https://www.cia.gov/library/publications/the-world-factbook/geos/bk.html</a> AND the 'Balkans Map and Country Profiles' Taken from: World Eagle Staff. "Ethnic Groups in the Balkans." World Eagle Magazine, Sept. 1995, 14-16.) Here, the teacher will do a 'think-aloud', hypothesizing why these areas may have been ripe for conflict and what similarities they see between Rwanda and Yugoslavia. (By this time in the class, we will have learned about the Rwandan Genocide, so hopefully students are able to see some parallels between the two situations.)</li> <li>3. Show students United States Holocaust Museum website. (<a href="http://www.ushmm.org/genocide/take_action/atrisk">http://www.ushmm.org/genocide/take_action/atrisk</a>) Have students research the Rwandan and Bosnian conflicts and find similarities, especially in the 'Warning Signs' sections. Have students create a venn diagram comparing/contrasting the two conflicts. More advanced students may use the additional links on my site to find more detailed information.</li> <li>4. Come back together as a class. What similarities and differences were there between the causes of the two conflicts and the responses of the international community?</li> </ol>		

5. Have students research the other countries that are at risk of genocide according to the United States Holocaust Museum website. Answer the following questions as you read: Which country do you feel is most at risk of having a genocide in the near future? What major factors make it at risk according to the site? What similarities are there to the Rwandan and Bosnian conflicts?
6. Have students break into groups based on the country that they picked. Have them consolidate their information into a brief presentation aimed at persuading the rest of the class.
7. Give each group a chance to present their findings to the class regarding why the country they picked is most likely to have ethnic conflict in the near future.
8. Summative Assessment (See below).
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Formative Evaluation (Req.): Students will create a venn diagram comparing the similarities between the factors that led to the genocides of Rwanda, Yugoslavia, and one additional nation that they have done additional research on from the following website:

[http://www.ushmm.org/genocide/take\\_action/atrisk](http://www.ushmm.org/genocide/take_action/atrisk)

Assessment (Req.): Students will write a 400-500 word response to the following: What are the warning signs of an impending genocide? What common factors (ethnic, political, historical, etc.) were present in Rwanda and Yugoslavia? What similarities do you see in the current country that you picked? Give specific examples from each situation to support your arguments.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human factors and distribution of resources affect the development of society and the movement of populations.
- History, grade 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance.
- History, grade 9-12: Understand the effects of geographic factors on historical events.
- History, grade 9-12: Understand the cause and effect relationships and other historical thinking skills in order to interpret events and issues.
- History, grade 9-12: Understand the role of culture and cultural diffusion on the development and maintenance of societies.
- History, grade 9-12: Understand historical patterns, periods of time, and the relationships among these elements.
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Common Core Curriculum Standards Used (Opt.):

- Reading for Literacy in History/Social Studies, grade 6-12: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- Reading for Literacy in History/Social Studies, grade 6-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events

- or ideas develop over the course of the text.
- Reading for Literacy in History/Social Studies, grade 6-12: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of the information.
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- NGS Standards Used (Req.):
- The characteristics, distribution, and migration of human populations on Earth’s surface
  - The changes that occur in the meaning, use, distribution, and importance of resources
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- Five Themes of Geography Used (Req.):
- Location (Knowing where Bosnia, Rwanda are)
  - Place (Human geographical factors of the genocide)
  - Region (Effect of different ethnicities being put into a common country)
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- School District Standards and Benchmarks (Opt.):
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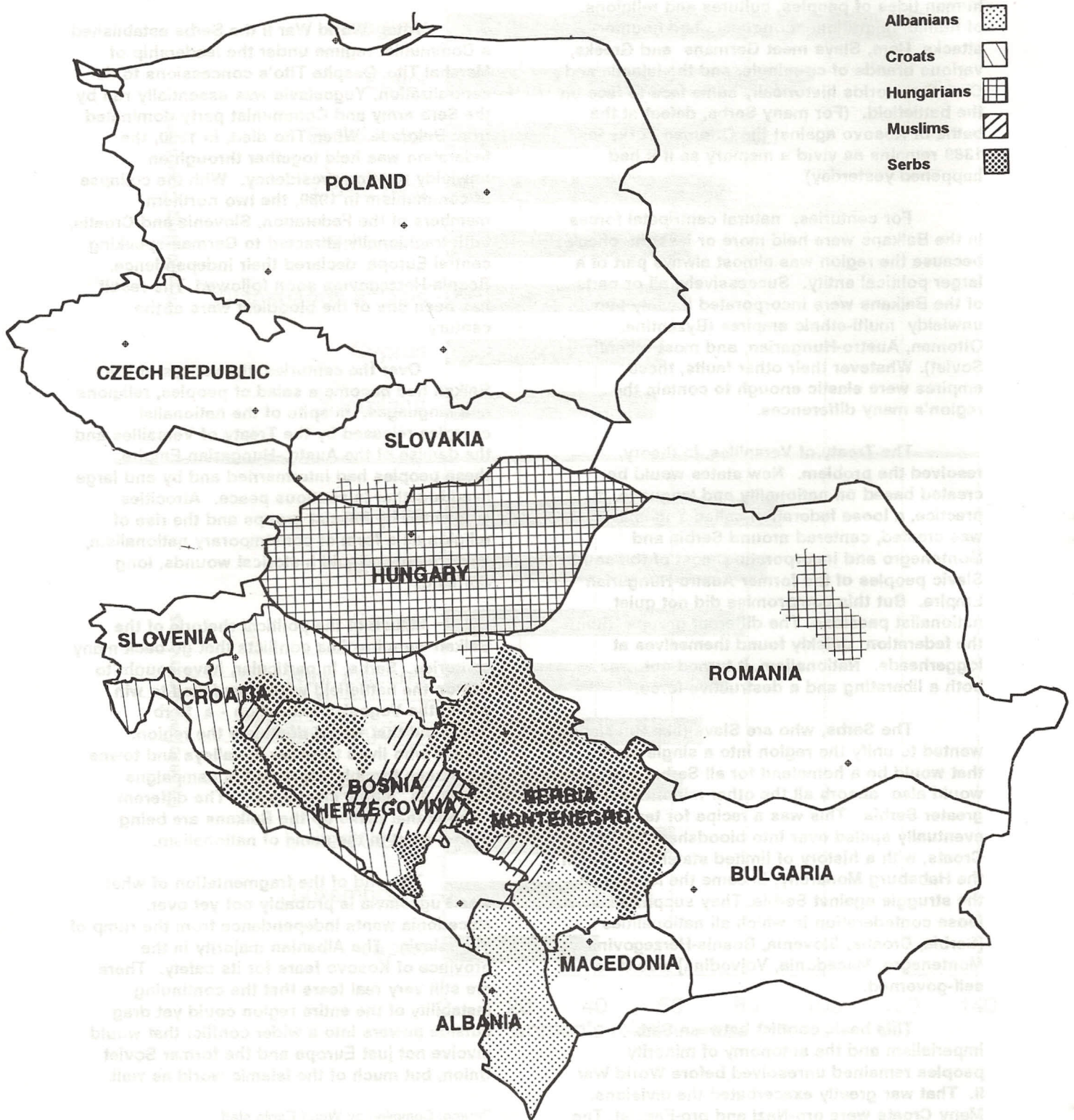
21<sup>st</sup> Century Universal Constructs (Opt.):

- Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.):

- Other Resources (Opt.):
- <https://sites.google.com/site/jessedowellconflicthumanrights/>
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# ETHNIC GROUPS IN THE BALKANS



Source: CIA World Fact Book, 1994



# PROFILE OF BALKAN COUNTRIES IN CONFLICT: 1995

	CROATIA	BOSNIA-HERZEGOVINA	SERBIA
Religion	<p>Catholic 76.5 %                      Orthodox 11.1 %                      Slavic Muslim 1.2 %                      Protestant 0.4 %                      Other unknown 10.8 %</p> <p>'93                      Protestant 1.4 %                      Other unknown 9.8 %</p>	<p>Muslim 40 %                      Orthodox 31 %                      Catholic 15 %                      Protestant 4%                      Other 10 %</p>	<p>Orthodox 65 %                      Muslim 19 %                      Roman Catholic 4 %                      Protestant 1 %                      Other 11 %</p>
Population	4,697,614 ( July '94 est. )	<p>4,651,485 ( July '94 est. )</p> <p>note: All data dealing with population is subject to considerable errors because of the dislocations caused by military action and ethnic cleansing.</p>	<p>10,759,897 ( July '94 est. )</p> <p>Montenegro : 666,583                      Serbia : 10,093,314</p>
Ethnic Divisions	<p>Croat 78 %                      Serb 12 %                      Muslim 0.9 %                      Hungarian 0.5 %                      Slovenian 0.5 %                      Other 8.1 %</p>	<p>Muslim 44 %                      Serb 31 %                      Croat 17 %                      Other 8 %</p>	<p>Serb 63 %                      Albanian 14 %                      Montenegrin 6 %                      Hungarian 4 %                      Other 13 %</p>

Compiled by World Eagle staff.

PROJECTED PERCENT INCREASE OF 1995 POPULATION BY REGION 2010 & 2025

PROFILE OF BALKAN COUNTRIES IN CONFLICT: 1995 continued



## PROFILE OF BALKAN COUNTRIES IN CONFLICT: 1995 *continued*

	CROATIA	BOSNIA-HERZEGOVINA	SERBIA
<b>Leaders</b>	President: Franjo Tudjman	President: Alija Izetbegoric Bosnian Serb military leader: Radovan Karadzic, former head of Serbian Democratic Party of Bosnia Bosnian Serb Commander: Ratko Mladic	President: Slobodan Milosevic
<b>Capital</b>	Zagreb	Sarajevo	Belgrade
<b>Language</b>	Serb-Croatian 96 % Other 4 %	Serb-Croatian 99 %	Serb-Croatian 95 % Albanian 5 %

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