

Day 4

Applying Terms to Other Genocides

KEY LEARNING OBJECTIVES

STUDENTS WILL:

- **DEMONSTRATE** prior knowledge about the term/concept of genocide and on historical examples of genocide.
- **COMPREHEND** both key terms and concepts of this unit, specifically the term genocide and the terms and concepts of the *10 Stages of Genocide*.
- **READ** a one-page summary of a genocide and **SUMMARIZE** with key facts in student's own words.
- **DISCUSS** in small groups then **SHARE** in large group key facts of each case of historical genocide.
- **REFLECT** on and **DISCUSS** the big question of this unit: *Am I Supposed to Care about Genocide?*, applied to the examples of genocide shared in class today.

One (1) 50-minute class period

LESSON SEQUENCE

- Organize students into small groups (no more than four/group) and ask students to work together in a group to read about and summarize key facts of another genocide and be prepared to present the key facts to the rest of the class.
- Distribute One-Page Case Studies of the Holodomor, Darfur, Rwanda, and Myanmar.
- Distribute summary sheets and ask students to fill in the blank boxes, plus write a short summary of the genocide assigned to their group.
- Give students time to read, respond, and collaborate on the genocide assigned to their group.
- Have each group share/present the example of genocide assigned to their group, including questions and any of the connections they made to concepts from 10 stages of genocide.

RESOURCES NEEDED

- 4-1) 10 Stages of Genocide Definitions
- 4-2) One page handouts to groups.
- 4-3) Summary Sheet for Student Work