



## Learner and Teacher Agency

### UbD Unit: Genocide

#### STAGE 1: DESIRED RESULTS

Name of Unit: Genocide Studies

Goal: To design a unit for Year 11 History that helps students understand the nature and practice of genocide in a variety of times and settings.

Big Ideas: Tyranny, Power and its Distribution, Good and Evil

Tag line: "The banality of evil"

#### Deep Understandings:

Students will understand:

- That *Genocide* is manifested in different forms
- That in times of conflict, people behave in unexpected ways
- That the capacity for good or for evil resides in all of us

#### Essential Questions

- Why do we treat others as we do?
- What makes us human?
- What is genocide?
- How does it begin? End?
- Who were the perpetrators? Victims? Bystanders? Rescuers? Resisters? How so?
- Why did some people not want to know?
- Who is morally responsible for genocide?
- What is the impact of genocide upon society?
- In what ways are tyranny, power and evil connected? What other concepts can be linked to these?
- Question: "At Auschwitz, where was God? Answer: Where was man? (Styron 1979: 680)
- How did other countries respond to genocide?

#### Students will know:

- factual information about The Holocaust in Nazi Germany
- factual information about at least one other case study: Armenia, Cambodia, Dafur, North American Indians, Rwanda, Srebrenica, Tasmania

#### Students will be able to:

- Research the topic using at least two references
- Interpret and analyse primary and secondary sources
- Draw conclusions from evidence
- Compare and contrast using case studies
- Construct an argumentative essay in response to a proposition.

#### STAGE 2: ASSESSMENT EVIDENCE

##### Performance Task 1

You are a member of a United Nations taskforce investigating a case of genocide in a country of your choice.



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You will collect a variety of evidence from multiple sources and, using the United Nations criteria for genocide, make a final report that summarises the conclusions you have drawn from the evidence. Your report will contain a bibliography of your sources.

### Performance Task 2

#### Argumentative Essay:

- Was one form of genocide more destructive than another?
- How varied were responses to genocide? In your answer refer to at least two case studies.
- In what ways were cases of genocide different from each other? Why did those differences exist?
- “War creates opportunities for genocide to occur”. Do you agree? Argue your case in relation to at least *two* case studies.

#### **Other Evidence of Understanding:**

- Ability to design and discuss Essential Questions based on set readings
- Participation in class discussions
- Responses to strategic questioning
- Notes made from at least two references
- Sources analysis
- Film response: *Schindler's List*

#### **Student Self-Assessment and Reflection**

- Rubric on essay writing (AFL)
- Sources Analysis targets (AFL)
- Mrs Potter's Questions (AAL)
- Self-reflection questions from McTighe, HBE 2006 handout. (AAL)

### STAGE 3: LEARNING ACTIVITIES

1. Class Mind-map of what we know about the Holocaust
2. Video: *The Chosen Pariah* on prejudice against Jewish people
3. Class lesson: Outbreak of WW2
4. Mapping: Europe during WW2
5. Notemaking (Lee 1989: 34-35 and Gibson 1987: 44-45)
5. Viewing of *Schindler's List*
6. Film response: *Schindler's List*
7. Sources Analysis: formative and summative
8. Case Study: Holocaust victims or survivors
9. Case Study: Genocide

#### **Differentiation:**

- Choice of Content: Case Study
- Flexible grouping: Clustering of gifted students for Essential Questions discussion
- Sources Analysis: Targets



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- Choice of Products: Film response and Essay
- Choice of Resources

### References

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