

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

Course Title		
Instructor(s): Name: Amy Luce Room number: 106 Email: amy.luce@schools.hermon.net		
Course Description In genocide Today we will strive to achieve two things: an introduction to the global issue of genocide, ethnic cleansing, and other mass atrocities, and an in-depth look at two ongoing genocides in Asia: in China and in Burma(Myanmar). Within this course we will study how genocide works. We will review the creation of the term genocide as a new crime in international law after WWII, the UN Genocide Convention, and the checkered history of failing to prevent genocides (Cambodia, Rwanda, etc) as well as some successes. Then we will focus on the new 21st century genocide under way in Xinjiang, China and the Rohingya in Burma.		2 Semesters/ 1 Credit
Graduation Standards:		
<ul style="list-style-type: none"> ● Clear and Effective Communicator ● Self-Directed and Lifelong Learner ● Creative and Practical Problem Solver ● Respectful and Involved Citizen ● Integrative and Informed Thinker 		
Unit 1	A Crime Without a Name	
Summary	In this unit we will be exploring the origin and expanding definition of genocide, as well as, analyzing events, both historical and contemporary, to develop an overview of the global scope that genocide encompasses.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. ● <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. ● Human Development C: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for 	

	<p>personal, group and national relationships.</p> <ul style="list-style-type: none"> ● Geography 2: Unity and Diversity Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● What are the powers and limitations of the word “genocide”? ● What role does analysis have in historical construction, perspectives and historical context. ● How does the international community, organizations, individuals,, and nations respond to genocide? ● Conduct research on historical events and people. ● Develop critical analysis skills as related to the interpretation of primary and secondary sources. 	<ul style="list-style-type: none"> ● Raphael Lemkin ● Key Terms: Genocide, crimes against humanity, war crimes ● Pyramid of hate ● Stereotypes, bias, nationalism, colonialism, ● ICC, United Nations ● Genocide Convention ● Identity, loyalty, assimilation, ethnic cleansing, antisemitism, prejudice, justice. 	<ul style="list-style-type: none"> ● Explain and Discuss the life and work of Raphael Lemkin. ● Define and Explain genocide. ● Define, understand and relate important and terms and concepts to genocide. ● Analyze the UN Declaration of Human Rights and apply it to the concept of “never again” and current genocides. ● Apply the articles of the Genocide Convention for the Prevention and Punishment of Genocide to historic events.
Unit 2	Never Shall I Forget	
Summary	How does the origins and history of antisemitism, racism, prejudice, post-colonialism, nationalism and the creation of “Others” in German society through Nazi legislation set the stage for the Holocaust. What separates the bystanders, victims and rescuers within the context of the Holocaust?	
Performance Indicators	<ul style="list-style-type: none"> ● <i>History 1: Eras, Themes & Influences</i> Students understand major 	

Assessed in Unit	<p>eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none"> ● <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. ● <i>Human Development C</i>: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. ● <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> ● What are the warning signs, attitudes, and steps that lead to genocide? ● How are literature and art used to document genocide? ● How does the international community, organizations, and nations respond to genocide? ● The role social, political, cultural, and economic development has played in genocide ● What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violation and genocidal acts. ● Develop critical analysis skills in the interpretation of primary and secondary sources. 	<ul style="list-style-type: none"> ● Antisemitism, ghetto, stereotypes, economic terrorization, Nazi party, the “they” vs. We ● Racism, prejudice, Judaism ● Pyramid of Hate ● Ten steps of genocide ● Refugee, united nations ● Truth and reconciliation ● Dachau, Auschwitz, Gestapo, Einstatsgruppen Nuremberg Tribunal 	<ul style="list-style-type: none"> ● Understand the origins and history of antisemitism. ● Explain the role antisemitism played in the rise of the Nazi Party. ● Describe European Jewish life prior to the Holocaust. ● Analyze the growth of National Socialist Germany, the creation of “Others”, development of Nazi legislation targeted at Jews and “others”. ● Explain the role of racism and prejudice in the Holocaust. 	
Unit 3	In the Shadow of Genocide		

Summary	In this unit we will look at Pre-Holocaust Genocides, from the role genocide played in conquest of indigenous peoples, the policies and tactics that led to the Armenian Genocide, Namibian Genocide, and the Holdomor in the Ukraine.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. ● <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. <i>Human Development C:</i> Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. ● <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> ● Compare and contrast different perspectives of historical events and outcomes. ● Legacy of colonialism, and imperialism on contributing to historic and current genocides. ● Develop critical analysis skills through interpreting primary and secondary sources. ● What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts? ● What is the response of the international community, organizations, and nations to genocide? ● Role that social, political, cultural, and economic 	<ul style="list-style-type: none"> ● Holodomor, Overa-Nama tribes ● Colonialism, imperialism, expansionism, indigenous peoples ● Pyramid of Hate ● Ten steps of genocide. 	<ul style="list-style-type: none"> ● Identify risk factors that can lead to genocide. ● Evaluate the role of colonialism and imperialism in genocide. ● Analyze and debate the genocidal tactics used by governments on indigenous population. ● Evaluate the policies and tactics used by Germany in Namibia, the Ottoman Turks and Russian(Stalin) towards Ukrainians. ● Compare and Contrast different perspectives of the victims, 	

<p>development plays in genocide.</p>		<p>perpetrators and bystanders of the Armenian Genocide, Ovaherero-Nama Genocide, and the Holodomor.</p> <ul style="list-style-type: none"> ● Explain and describe key events and outcomes using the Pyramid of Hate. 	
<p align="center">Unit 4 First They Killed My Father</p>			
<p>Summary</p>	<p>In this unit we will be exploring the Cambodian Auto-Genocide under the Khmer Rouge, the origins of the Khmer Rouge, and circumstances that led to Genocide.</p>		
<p>Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> ● <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. ● <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. ● <i>Human Development C:</i> Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. ● <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
<p>Understandings:</p>			
<ul style="list-style-type: none"> ● Demonstrate an understanding of the historical factors that lead to genocide. ● Warning signs, signals, attitudes, and steps that lead the occurrence of genocide. ● How does the international 	<p>Students will know...</p> <ul style="list-style-type: none"> ● Pol Pot, Cambodia ● Auto-genocide ● Khmer ● Loung Ung ● Angkar, refugee, Preah Vihear, Buddhism, Lon Nol, ● Communism, Labor Camps, 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Describe the tactics used to carry out genocide. ● Explain the events that led to auto-genocide within Cambodia. ● Compare and contrast the 	

<p>community, organizations, and nations respond to genocide?</p> <ul style="list-style-type: none"> • What tactics are used to rebuild society after genocide. • What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts. • Role that social, political, cultural, and economic development plays in genocide. 	<p>International Genocide Courts and Trial</p> <ul style="list-style-type: none"> • Military Coop 	<p>experiences of the victims, perpetrators, and bystanders.</p> <ul style="list-style-type: none"> • Evaluate the long-term effect of genocide on Cambodia and its people. • Evaluate the global reaction and intervention in the Cambodian Genocide. • Evaluate the cambodian genocide through teh Pyramid of Hate. 	
Unit 5	In the Land of Blood and Honey		
Summary	In this unit we will explore the complex history of the peoples co-existing in the Former Yugoslavia, that led to gendercide and the Bosnian Genocide, in addition to the role of the ICC.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. • <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. • <i>Human Development C:</i> Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. • <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> • Demonstrate an understanding of the historical factors that lead to genocide. 	<ul style="list-style-type: none"> • Serbian, Croat, Bosnian, Srebrenica Art, Sarajevo, • UN Tribunal 	<ul style="list-style-type: none"> • Explain the origins of unrest and dissolution of Yugoslavia. 	

<ul style="list-style-type: none"> • Warning signs, signals, attitudes, and steps that lead the occurrence of genocide. • How does the international community, organizations, and nations respond to genocide? • What tactics are used to rebuild society after genocide. • What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts. • Role that social, political, cultural, and economic development plays in genocide. • How are literature and art used to document genocide? 	<ul style="list-style-type: none"> • Ethnic cleansing, gendercide • International Criminal Tribunal for the Former Yugoslavia • Pyramid of Hate • Ten stages of Genocide 	<ul style="list-style-type: none"> • Compare and contrast the perspectives of Serbs, Croats and Bosnian Muslims. • Compare and contrast the experiences of victims, perpetrators and bystanders in the Bosnian Genocide. • Evaluate the global reaction, international response and intervention in the Bosnian Genocide. • Analyze and evaluate the terms “ethnic cleansing” and “gendercide” within the context of the Bosnian Genocide. • Explain the long-term effects of genocide on Bosnia, Serbia, Hertegovnia and their people. • Evaluate the Bosnian genocide through the Pyramid of Hate. 	
Unit 6	Turi Kumwe		
Summary	This unit will look at the origins and history that led to the genocides in Rwanda and Sudan. The role colonial history played, as well as the international response, intervention and role of the International Criminal Tribunal in Rwanda.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. • <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in 		

	<p>the United States, the world, and Native American communities.</p> <ul style="list-style-type: none"> • <i>Human Development C</i>: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. • Geography 2: Unity and Diversity Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> • Demonstrate an understanding of the historical factors that lead to genocide. • Warning signs, signals, attitudes, and steps that lead the occurrence of genocide. • How does the international community, organizations, and nations respond to genocide? • What tactics are used to rebuild society after genocide. • What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts. • Role that social, political, cultural, and economic development plays in genocide. • How are literature and art used to document genocide? 	<ul style="list-style-type: none"> • Hutu, Tutsi, ‘cockroach’ • Darfur, Military Coop, Terrorism, Refugee Camps • Halima Bashir • Nujeen Mustafa • Famine • Mutilation, UN Intevention • Hotel Rwanda • International Criminal Tribunal for Rwanda • Pyramid of Hate • Media use in perpetrating genocide • Rwandan Patriotic Front • Arusha Accord Peace Agreement • Interhamwe, radio television libre de mills collins, sexual violence • Ethnic cleansing, somali militia • Divide and rule policy • Al-Bashir • Sudanese People’s Liberation Army • ICC evidence • Nuba, Janjaweed, Amnesty International, 	<ul style="list-style-type: none"> • Understand and explain the origins of the Hutu-Tutsi conflict. • Evaluate the role colonial history had in setting the stage for genocide and conflict. • Compare and contrast the experiences of hte victims, perpetrators and bystanders. • Describe the tactics and strategies used in Rwanda and Sudan to carry out genocide. • Evaluate the global reaction to the Rwandan and Sudan Genocides. • Explain the long-term effects of the genocides in Rwanda and Sudan. • Debate the results of th eInternational Criminal Tribunal for Rwanda. • Explain the Genocides in Rwanda and Sudan through the Pyramid of Hate. 	

		<p>Drought, Famine, Operation Lifeline, Doctors without Borders</p> <ul style="list-style-type: none"> ● Fahima Hasheem 	
Unit 7	Other Words for Home		
	<p>In this unit we will look at the Rohingya and Syrian Genocides, the role of colonialism in each genocide, as well as the ongoing crisis for refugees and the culture of both groups.</p>		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. ● <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. ● <i>Human Development C:</i> Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. ● <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans. 		
Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> ● Demonstrate an understanding of the historical factors that lead to genocide. ● Warning signs, signals, attitudes, and steps that lead the occurrence of genocide. ● How does the international community, organizations, and nations respond to genocide? ● What tactics are used to rebuild society after genocide. ● What are the roles and responsibilities of individuals, groups, and 	<ul style="list-style-type: none"> ● Pyramid of Hate ● Ethnic cleansing ● ISIS, Military Coop ● Yazidi, daesh, Syrian Kurdish Forces ● Assyrian Christians ● Refugee, War Crimes, Crimes against Humanity ● Nadia Murad ● Cultural genocide ● Myanmar Rakhine State ● Citizenship, buddhism, Poverty, economic disparity, discrimination, exploitation, 	<ul style="list-style-type: none"> ● Explain the role of colonialism and militarism set the stage for conflict and genocide. ● Explain what circumstances and actions led to genocide. ● Compare and contrast experiences of victims, perpetrators and bystanders. ● Describe the tactics used in myanmar and Syria to carry out genocide. 	

<p>nations when confronting human rights violations and genocidal acts.</p> <ul style="list-style-type: none"> • Role that social, political, cultural, and economic development plays in genocide. • How are literature and art used to document genocide? 	<p>Bangladesh,</p> <ul style="list-style-type: none"> • UN Human Rights Council • Ethnic Nationalism, Minority, refugee, Hate Speech, Propaganda 	<ul style="list-style-type: none"> • Evaluate the global reaction, response and intervention in Myanmar and Syria. • Compare and contrast the role the ongoing conflict and genocide has done to the culture of Syrians and Rohingyas. • Debate the role of crisis, ethnic cleansing, and genocide withing Myanmar and Syria. • Describe the refugee crisis for Syrians and Rohingya and develop a solution. • Evaluate the situation in Myanmar and Syria through the Pyramid of Hate and UN Convention for Prevention and Punishment of Genocide. 	
<p>Unit 8</p>	<p>NeverAgain</p>		
	<p>In this unit we will evaluate the current situations involving Uighur Muslims in Xinjiang, and other global hotspots for genocidal characteristics and cultural genocide. A special focus on current global discussions, interventions and preventions.</p>		
<p>Performance Indicators Assessed in this Unit</p>	<ul style="list-style-type: none"> • <i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. • <i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities. 		

	<ul style="list-style-type: none"> ● <i>Human Development C</i>: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships. ● <i>Geography 2: Unity and Diversity</i> Students understand geographic aspects of unity and diversity in Maine, the US, and the world, including Maine Native Americans.
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Understandings:	Students will know...	Students will be able to...	
<ul style="list-style-type: none"> ● Demonstrate an understanding of the historical factors that lead to genocide. ● Warning signs, signals, attitudes, and steps that lead the occurrence of genocide. ● How does the international community, organizations, and nations respond to genocide? ● What tactics are used to rebuild society after genocide. ● What are the roles and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts. ● Role that social, political, cultural, and economic development plays in genocide. ● How are literature and art used to document genocide? 	<ul style="list-style-type: none"> ● Uighur Muslim, Han Chinese, Communism, Reducation Camps, ● Ukraine Invasion and War ● Globalization ● Ethnocide, cultural genocide ● Vocational training centers, mass detention, religious persecution, removal of children, technology, surveillance state, ● Mass Sterilization IUD ● United as one policy 	<ul style="list-style-type: none"> ● Evaluate the situation in Xinjiang andUkraine through the Pyramid of Hate and UN Convention for Prevention and Punishment of Genocide. ● Evaluate the global reaction, response and intervention in Xinjiang and Ukraine. ● Explain what circumstances and actions lead to declaration of genocide. ● Compare and contrast experiences of victims, perpetrators and bystanders. ● Describe the tactics used in Xinjiang and to commit cultural genocide. ● Debate the situation in Xinjiang and Ukraine to determine whether it is genocide, crimes against humanity, war crimes. 	

<u>Summative Assessments/Retake</u>			
<ul style="list-style-type: none"> ● Summative assessments will count as 70% of the grade. 			

<ul style="list-style-type: none"> ● Students have the opportunity to retake summative assessments. ● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. ● The highest score a student can receive on a retake or late assessment is a 75. ● The score achieved on a retake will replace the current score (even if the score is lower). ● If a student is making up a test from an absence, that assessment will be graded up to 100. 	
<p><u>Make-up Work</u></p> <p>Upon their return to school from an absence, it is the student’s responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>	
<p style="text-align: center;"><u>Grading of Formative Assessments</u></p> <ul style="list-style-type: none"> ● Formative assessments will count as 30% of the grade. ● Formative assessments may be scored on either a 0-100 scale or a 0-4 scale. ● The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67. ● The method of scoring of formative assessments will be determined by assignment. 	
<p><u>Finals / Midterms</u></p> <p>An end of course Final Exam will be conducted, making up 10% of the students overall grade.</p>	