

Genocide Final Project

John Horrigan, Coleytown Middle School, Social Studies/LA, 8th grade 3 days working in both LA and SS classes. 6 x 43 min. class sessions

Introduction: As a followup to a class reading of *Night* by Elie Wiesel and a general study of elements of the Holocaust, students are asked to research other significant genocide events in recent history to try to identify common elements. All of the instructions and examples can be found on the project website: <https://sites.google.com/site/genocidecms/>

Geographic Connections: Include maps showing where the genocide took place

Vocabulary: on web page: <https://sites.google.com/site/genocidecms/home/vocabulary>

1. Stage 1 – Desired Results	
<p>Common Core Content Standard(s):</p> <ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 	
<p>Understanding (s)/Goals: Students will understand that:</p> <ul style="list-style-type: none"> Genocides have some elements in common regardless of when they happen. Genocide must be identified so we can try to do something when it happens. 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> What are the common elements of a genocide? What could have been done to prevent or lessen the impact of the genocide? Can genocide be prevented?
<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> Explain the key elements of a genocide event Draw a comparison of a genocide with the Holocaust using examples Design and set up a web site explaining elements of the genocide event. 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Students create a web site detailing information about their genocide event. Rubric: https://sites.google.com/site/genocidecms/home/rubric 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Students complete websites in groups Students view 4 student website and reflect on what they learned using this google doc: https://docs.google.com/document/d/1xha_i6snEubksuLyBz-ny4k9HtcGpRhyRWUQz2Kfy5o/edit

Stage 3 – Learning Plan

Learning Activities:

- Students will conduct research and then compile text and pictures onto a website.
- Instructions for project can be found here: <https://sites.google.com/site/genociddecms/home>
- Teachers will answer questions, monitor student progress and make sure they are using reliable resources for their project. Students will need to maintain a list of resources used and provide a bibliography on their website. Teacher will conduct a mini-lesson on how to set up a Google site.

2. *Resource List/Bibliography:*

List of books and web site resources for students to use in their research.

<https://sites.google.com/site/genociddecms/genocide-research-guide>

3. *How Are You Going to Use This Unit?*

As part of their “Man’s Inhumanity to Man” curriculum, 8th graders in Westport read the novel *Night* by Ellie Wiesel in Language Arts classes. They also study the Nazi Holocaust against the Jews and other groups during SS classes to better understand the context of the novel. Students will use this final project to help them understand the larger context and that the Holocaust is not just history. This unit is done each Spring and this project will be the final project for the unit.