

Conflict & Courage

A unit on ethnic cleansing, genocide, & holocaust
8th- Grade World Cultures

I Topics covered

- A. Conflict
 - 1. What happens to cultures in conflict?
 - a. Reasons for conflict
 - b. Types of conflict (war, genocide, ethnic cleansing)
 - c. Resistance to conflict or destruction
 - 2. Resolution to conflicts
- B. Re-acquaint students with government
 - 1. Types of governments and governmental systems
 - 2. Military structures and alliances
 - 3. Governmental policy (foreign and internal)
- C. World War II
 - 1. Causes
 - 2. Countries and personalities involved
 - 3. The Holocaust
 - a. Statistics
 - b. Comparison with other acts of genocide
 - 4. America's involvement in WWII
 - 5. Aftermath
 - 6. Geography in a changing world
- D. Accessing information performance package for MN Standards
 - 1. Generates and asks questions
 - 2. Uses electronic and other available means to access relevant information
 - 3. Gather information from multiple sources
 - 4. Determine how to organize and record information
 - 5. Evaluates relevance of information
 - 6. Answers the question by synthesizes information
- E. Organizing information
 - 1. Note taking
 - a. Primary and secondary sources (this includes identification of different types of sources)
 - b. Plagiarism: Identifying what is plagiarism and how to avoid it
 - c. Citations and bibliographies
 - 2. Categorizing information
 - 3. Outlining information
 - 4. Discarding un-needed information
- F. Writing to inform and Language Skills
 - 1. Logical progression of ideas
 - 2. Smooth and varies transitions
 - 3. Strong introductions and conclusions

4. Clear thesis statement
 5. Strong vocabulary
 6. Personal style/voice in writing
 7. Varied sentence patterns
 8. Grammar, punctuation, and spelling
- G. Non-fiction reading concerning conflict and cultural destruction
1. Jewish Holocaust
 2. Bosnian genocide
 3. Eastern U.S. Indians ethnic cleansing (Trail of Tears)
 4. Rwandan genocide
 5. Khmer Rouge (Cambodian genocide)
 6. Armenian holocaust
- H. Art of cultural destruction from the Holocaust and other examples
1. Visual Art
 2. Poetry
- I. Major results of a holocaust
1. Effects on survivors
 2. International involvement
- J. Decision making & writing to persuade
1. Working on a team to accomplish goals and negotiate in problem solving
 2. Analyzing information
 3. Developing and defending opinions

II Timeline of Unit

- A. Nine weeks of class time (90 minute blocks)
- B. Most classes will be spent teaching research skills, providing time for research, writing, and editing work. Students will be expected to gather sources and research outside of school time
- C. Approximately 90 minutes per week will be spent on additional cultural activities such as: discussion of art, foreign policy, or current events

III Unit Objectives- by the end of the unit students will be able to:

- A. Identify elements of a map and create maps
- B. Compare maps to analyze change
- C. Define and give examples of genocide, conflict, ethnic cleansing, & cultural destruction
- D. Analyze the causes and effects of conflict
- E. Gather appropriate information concerning a chosen topic
- F. Demonstrate proficiency in note taking skills of various styles
- G. Understand and use primary sources
- H. Ask questions, gather information, organize relevant details, and synthesize findings
- I. Develop and write a clear thesis statement
- J. Draft, edit, and complete an expository research paper

- K. Critique research and expository writing through self and peer evaluation
- L. Read, listen, and view to acquire information
- M. Experience and analyze art influenced by cultural destruction
- N. Write journals to show facts, thoughts, and feelings
- O. Use facts to develop an opinion
- P. In writing, and orally, use facts and ideas to defend an opinion
- Q. Understand the impact of foreign and internal policy on conflict
- R. Identify and evaluate “isms” in a culture

IV Themes

- A. Cultural destruction
 - 1. Conflict
 - 2. War
 - 3. Ethnic cleansing
 - 4. Genocide
 - 5. Holocaust
- B. Cultural differences
- C. Change
- D. Resistance to conflict
- E. Expression
- F. Opposing opinions
- G. Political ideologies
- H. Cause and Effect

V Resources needed

- A. Maps of Europe circa 1900, World War II, Present
- B. World geography textbooks
- C. *Schindler’s List* video, Spielberg
- D. *Survivors of the Holocaust* video, Spielberg
- E. *Zlata’s Diary*, copies of book
- F. Excerpts of *Diary of Anne Frank* from 8th Grade Literature text
- G. Readings on Arab-Israeli conflict
- H. Readings from battle accounts
 - 1. *Band of Brothers*
 - 2. *Ghost Soldiers*
 - 3. *Korean War*
 - 4. *Cold Mountain*
 - 5. *Citizen Soldiers*
- I. Internet access
- J. School media center and computer lab
- K. Video on Degenerate art
- L. Poetry and visual art from the Holocaust
- M. *World’s Most Dangerous Places* excerpt reading on Rwandan and Bosnian conflicts
- N. *The Graves are not yet Full* excerpt readings from African conflicts

- VI Quote of the week-** to be discussed each week
- A. Be virtuous and you will be eccentric- Mark Twain
 - B. No one can make you feel inferior without your consent- Eleanor Roosevelt
 - C. The true measure of an individual is how he treats a person who can do him no good- Ann Landers
 - D. Whether you think you can, or that you cannot, you are usually right- Henry Ford
 - E. Hell is other people- Jean Paul Satre
 - F. Knowledge speaks, but wisdom listens- Jimi Hendrix
 - G. Show me a hero and I will write you a tragedy- F. Scott Fitzgerald
 - H. I have not failed, I have just found 10,000 ways that won't work- Thomas Edison
 - I. Hain't we got all the fools in town on our side? And ain't that a big enough majority in any town- Mark Twain

VII Assessment of student learning. The following point values are approximate.

- A. Large and small group discussions (~40 points)
- B. Note taking (~40 points)
- C. Journal writing (~40 points)
- D. Europe map circa 1900 (~10 points)
- E. Europe map during World War II (~10 points)
- F. Europe map in 2002 (~10 points)
- G. Arts of the Holocaust analysis (~20 points)
- H. Music of the Holocaust (~10 points)
- H. Research paper checklist (~50 points)
- I. Battle report- journalism activity (~15 points)
- J. Identification of ethnic cleansing, holocaust, and genocide (~15 points)
- K. Secret note (~10 points)
- K. Formal writing- Five-paragraph persuasive essay (~20 points)
- L. Schindler's List viewing guide (~10 points)
- M. Research paper (~150 points)
- N. Peer-critique of research paper (~10 points)
- O. Self-critique of research paper (~10 points)
- P. World War II & Holocaust quiz (~50 points)
- Q. Results of the Holocaust and predictions (~5 points)
- R. U.N. simulation of Arab-Israeli conflict (~25 points)

VIII Activities- Summary of daily lesson plans, there will be time to discuss, research, write, and edit paper throughout the lessons

- A. Introduce topic of conflict
 - 1. Students define and describe the term conflict
 - 2. Give examples of conflict
 - 3. Class definition of conflict
 - a. Discuss appropriate conflict

- b. Discuss other kinds of conflict- war, genocide, persecution, ethnic cleansing
- B. Introduce Unit and research paper
 1. **Assignment #1-** Distribute guidelines and checklist for research paper (attached)
 2. Discuss research requirements and the procedures we will use over the next nine weeks
 3. **Notes #1-** Possible research topics (attached)
- C. **Journal #1-** Visual or written account of “When I had conflict” (attached)
 1. Discuss journals
 2. What kinds of conflict are appropriate and which are not?
- D. World War II
 1. **Notes #2-** Overview notes of World War II (attached)
 2. **Assignment #2-** Changing Europe in Maps (attached)
 - a. Students create a hand drawn political map of Europe circa 1900
 - b. Students create a political map of Europe during World War II
 - c. Students create a political map of Europe circa 2002
 - d. Discuss differences in the maps
 - e. **Notes #3-** Venn diagram of countries of Europe in 1900 and today- Analyze differences and reasons for the changes (attached)
 3. Discuss the Holocaust in WWII
 - a. Reasons for the holocaust
 - b. Who was effected by the holocaust
 - c. Discuss more possible topics for research paper
 - d. **Notes #4-** Statistics of the holocaust (attached)
 - e. **Assignment #3-** Analysis of Art and poetry inspired by the holocaust (attached)
 1. Read, listen, view art using comparison chart (attached)
 2. Analyze the art and poetry
 3. Discuss results
 - f. **Assignment #4-** Music of the Holocaust
 1. Ghetto Songs served three different purposes (to record history of life in the ghetto, to escape from reality, and to continue traditions; Remember that laughter was very important)
 2. Street songs dealt with hunger, corruption, hope for freedom and calls for revolts
 3. Resistance fighters also had hymns “Never say you are trodding the Final Path” was an important message
 4. Songs of the camps: All death camps had orchestras made up of prisoners who played music

while people were marched to their deaths. These musicians had a high suicide rate, the only group of prisoners with a higher rate were the death details

4. Read accounts of battles (attached) from various wars, but mainly focused on WWII
 - a. Discuss WWII battles
 - b. Discuss other battles from other wars
 - c. **Assignment #5** Battle Report (attached)
 1. Distribute guidelines and rubric, discuss
 2. Discuss elements of journalism
 3. Research an assigned battle
 4. Work on and draft report
 5. Edit report based on elements of journalism
 6. Groups present reports
5. **Journal #2-** Fictional account of battle (attached)
 - a. Students write a creative story based on a real war
 - b. Students try to capture historical facts of the war they are writing about
6. View episode of “Band of Brothers” video
 - a. Discuss America’s involvement in WWII
 - b. **Journal #3-** Reaction to video (attached)
 - c. **Notes #5-** “What America did in WWII”
- E. Other examples of holocaust, conflict, and ethnic cleansing
 1. Bosnian (attached)
 - a. Discuss religion, language, and changing politics and geography
 - b. View map of Europe focusing on Yugoslavia and post-Yugoslavian countries
 - C.** Reading from *Zlata’s Diary* and discussion
 2. Rwandan
 - a. Reading from *World’s Most Dangerous Places (attached)*
 - b. Compare statistics from WWII holocaust and Rwandan
 3. Armenian
 - a. Discuss religion
 - b. Introduce the term nationalism and discuss as it relates to genocide
 - c. Reading about Armenian genocide (attached)
 4. Trail of Tears
 - a. **Journal #4-** If you had 15 minutes to leave your home forever, what would you take with you?
 - b. Reading from *Trail of Tears*
 - c. Discuss what decisions people must make facing ethnic cleansing
 5. Cambodian
 - a. Discuss political movements

- b. Examine selection of “who will live, who will die”
- F. **Assignment #6-** Identify ethnic cleansing, conflict, and genocide (attached)
 1. Students establish criteria for conflict, ethnic cleansing, and genocide
 2. Students view different examples such as: WWII, The Holocaust, Rwanda, Bosnia, Trail of Tears, American Slavery, Cambodian, Armenian
 3. Categorize each example based on criteria, students defend their findings orally
 4. Discuss these as topics for research paper
- G. Conflict resolution
 1. Discuss “us versus them”
 - a. Cliques
 - b. Nationalities
 - c. Religions
 - d. Races
 2. **Assignment #7-** The secret note (attached)
 - a. Students discuss scenario of secret note in small groups, acting as a clique
 - b. Students orally present their findings in a persuasive manner
 - c. Discuss the atom bomb
 - d. Reading on atom bomb (attached)
 3. **Assignment #8-** Five-paragraph persuasive essay
 - a. Should the USA have used the atom bomb during WWII
 - b.** Write an argument supported by facts
 - c. Discuss and peer edit, students may read arguments to class
- H. “Schindler’s List” video
 1. Review stats from WWII Holocaust
 2. Review different people affected by the holocaust
 3. Students will need extra preparation to emotionally prepare for the video
 4. Discuss **Assignment #9-** Schindler’s List Viewing Guide (attached)
 - a. Go over expectations
 - b. Read over viewing guide
 5. View video
 6. After video is complete **Journal #6-** what can the average person do to stop others from being persecuted?
- I. Go over rough drafts of research paper and edit. Use editing sheets and checklist (attached)
- J. Students complete **Quiz #1-** World War II & The Holocaust (attached)
- K. After the Holocaust
 1. Discuss the end of WWII and the Holocaust

2. Students complete **Assignment #10-** Predictions after the Holocaust (attached)
 - a. Discuss student predictions
 - b. Explain realities of the post-Holocaust world
 - c. Include Nuremberg trials, migration, and the creation of Israel
3. UN Simulation on “Arab-Israeli” conflict
 - a. “What is the UN?” **Notes #5** (attached)
 - b. Discuss structure of UN
 - c. Conduct Mock UN meeting
 1. Students represent nations such as: Israel, Palestine, Egypt, Syria, Jordan, Saudi Arabia, United Kingdom, USA, Russia, Iraq, China
 2. Students debate the conflict and possible solutions
 3. UN council votes and issues a decision
 4. **Assignment #11-** “UN simulation guide and review”
- L. Finish and turn in final copy of research paper with checklist and notes
 1. Students complete peer and self-critique
 2. Read excerpt from student papers