

Becoming Partners in Atrocity Prevention

A Unit on Atrocity Prevention Beginning in the Classroom



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A Word on New Jersey Core Curriculum Content Standards (NJCCCS):

It is important to note that the New Jersey Core Curriculum Content Standards retain a set of essential questions that assist the development of unit plans. “The essential questions created... were used to frame content goals and to inform the development of the cumulative progress indicators.”¹

A. Civics, Government, and Human Rights:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment:

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology:

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
- What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives:

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?²

¹ “New Jersey Student Learning Standards for Social Studies.” *State of New Jersey Department of Education*, 2014, www.state.nj.us/education/cccs/2014/ss/standards.pdf (2-3).

² Ibid.

Estimated Time for Unit Zero

Type of Schedule:	Estimated Time Necessary:
Block Schedule	<p>Approximately two weeks of 80 minute classes, 3x per week, 6 classes total</p> <p>*Adjust as needed if:</p> <ul style="list-style-type: none"> ● Classes are 60 minute blocks ● More or less than 3x per week on a(n)... <ul style="list-style-type: none"> ○ A/B Schedule ○ Rotating block schedule ● Blocks fluctuate between 60 and 80 minutes
Traditional Schedule	<p>Approximately two and a half weeks of 40-45 minute classes, 4x per week, 8-10 classes total</p> <p>*Adjust as needed if:</p> <ul style="list-style-type: none"> ● Classes are more or less than 4x per week on a(n)... <ul style="list-style-type: none"> ○ A/B schedule ○ Rotating schedule ● If periods fluctuate between 40 and 50 minutes
<p>*Ultimately the unit should take about 2-3 weeks depending on a school's scheduling system.</p>	
<ul style="list-style-type: none"> ● Teaching within the constructs of a unit plan that follows the <i>Understanding by Design</i> pedagogical method allows for room to make adjustments as educators carry out the curriculum. This includes understanding time constraints and the nature of this topic. The probability that educators must infuse this content within the restraints of their current classroom circumstances is high, therefore, UbD provides the highest achievable outcome for this project. This content was created and specifically designed for teachers to adapt to their settings, and intended to be an all-inclusive way to fit a variety of cross-curricular circumstances; thus it is possible to break apart what works and infuse it into the prescribed content standards. 	

STAGE 1 – DESIRED RESULTS

Unit Zero: What is Atrocity Prevention and Why is it an Important Field of Study?

Unit Overview: Students will be able to identify and analyze the human tendency to adopt prejudices, and understand how such behavior factors into the context of the terms “genocide” and “atrocity crimes.” In doing so, students will determine why the field of genocide studies and atrocity prevention is meaningful to them. An ongoing goal is for students to be able to analyze and critique the early and ongoing responses to atrocity crimes, including unique modes of prevention. Finally, students will understand that hatred, stereotyping, prejudice, and discrimination are dangerous, but can be conquered within their community by engaging as partners in prevention, stopping those who validate hate, and by putting prevention at the forefront of their scope of responsibility.

Established Goals: Organized by Strands

Strand	Why are you learning this?
Historical Context	<ul style="list-style-type: none"> Analyzing historical context supports an accurate understanding of the issues and response methods to human rights violations and atrocity crimes.
Human Behavior and Psychology	<ul style="list-style-type: none"> Genocide studies seek to discern “why” and “how” atrocities happen. While the Holocaust is one of the most heavily documented cases, as well as the platform from which universal human rights originated, there are many more past, present, and smouldering in need of society’s attention. *(Also applicable to Patterns and Stages of Atrocity Crimes) To discover why we should care about atrocity crimes and prevention. To understand and take ownership of what it means to be a partner in prevention.
Patterns and Stages of Atrocity Crimes	<ul style="list-style-type: none"> This material can be applied to major events in global history and illuminate the implications of imperialism, colonialism, state-sponsored violence, and atrocity crimes. When one investigates the context of atrocity crimes that took place prior to the coining of the term “genocide,” identifiable warning signs of genocide, crimes against humanity, war crimes, and ethnic cleansing* emerge³.
Prevention Methods and Understandings	<ul style="list-style-type: none"> By learning more about the context of atrocity crimes and with the help of <i>The UN Framework of Analysis for Atrocity Prevention</i>, students are able to take ownership of knowledge on prevention,

³ *“...while not defined as an independent crime under international law [ethnic cleansing] includes acts that are serious violations of international human rights and humanitarian law that may themselves amount to one of the recognized atrocity crimes, in particular crimes against humanity” (Framework of Analysis for Atrocity Crimes 1).

	<p>educate others on the importance of this field of study, and resist denial.</p> <ul style="list-style-type: none"> ● Atrocity prevention, when addressed openly and with correct information, not only saves lives, but preserves cultures and informs the human society on how to work toward a peaceful and cooperative coexistence. 	
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- **What can you do with this knowledge?**

- Formulate analytical answers to both oral and written prompts which draw parallels between topics.
- Differentiate between topics which include necessary overlap, such as the breakdown of different atrocity crimes.
- Become familiar with the social, political, and economic dynamics of historical periods, and use that understanding to draw conclusions when reading primary sources.
- Analyze and critique research and other source materials.
- Produce insightful reflective compositions.
- Effectively analyze primary and secondary sources.
- Complete varying types of analytical writing assignments that involve research based inquiry.
- Participate in collaborative learning exploration and projects.
- Teach peers how to listen to and respect one another.
- Respond to opportunities where one can participate proactively to prevent and protect their community from the risks associated with hatred, stereotyping, prejudice, discrimination, and xenophobic behaviors.

UNDERSTANDINGS AND QUESTIONING BY STRAND

STRAND 1: Context (Introductory and Historical)

Understandings: Students will understand (that)...

Contextual:

- Critical terms related to this course.
- “Genocide” is a new term, one coined in the 20th century, and did not formally exist prior to 1944.
- The specific parameters to the crime of “genocide.”
- The concepts associated with atrocity crimes.
- Crimes against humanity, war crimes, and ethnic cleansing are differentiated from the crime of genocide, yet there is the possibility of noticing overlap prior to discovering “intent.”

Questions:

For the Teacher(s) to Consider:

- What does atrocity prevention mean to you as an educator?
- Why and how will you inspire your students to be partners in prevention?

Introductory Questions for Students:

- How do we identify who we are? (Coupled with identity chart in the “Classroom Materials” section)
- What does it mean to resist injustice?
- What might resistance to injustice look like in your classroom or within your personal society?

- How do we determine who we should care about?
- What do you think atrocity crimes are, and why should we care?


Introductory Context:

Essential Questions:

- How does conflict come about?
- What does it mean to have human rights?
- What is an atrocity?
- What do the words “Responsibility to Protect” connote?
 - Refer to RtoP handout.
- What are the symptoms of an atrocity crime? (To be discussed consistently over the course of the semester/year).
- How do challenges lead to change in society? (Potential answers can relate to a family unit, classroom or school society, the greater community, etc)
- If “The human capacity for evil and self-destruction must be countered by the equal capacity of men and women for goodness and creativity,” how will you choose to ensure that goodness perseveres?⁴
- How and why are we able to live in a suspended state of knowing what is happening, but convinced that we do not know enough to resist injustice?⁵

Supporting Questions:

- What do the following terms mean, and how do they help to form your understanding of the crime of genocide (or any atrocity crime)?
 - Perpetrators, victims, survivors, bystanders, resisters/resistance, upstanders
- What crimes fall under the umbrella of the atrocity crimes?
 - What is genocide?
 - What are crimes against humanity?
 - What are war crimes?
 - What is ethnic cleansing?

 **STOP:** If doing lesson plans strictly related to context it is advised that they be divided into two parts. The “Introductory Context, then an Introduction to Raphael Lemkin.

Context Continued: Includes a Brief Introduction to Raphael Lemkin

Essential Questions:

- What is sovereignty?
- How could the concept of sovereignty become problematic?
- What does the word “intent” mean to you?

⁴Mordecai Paldiel. “Why Do We Teach?” *Teaching About the Holocaust and Genocide, Essays by Ida E. King Distinguished Visiting Scholars to Honor the Memory of Dr. Vera King Farris*, (Stockton University, 2016), 2-4.

⁵Samantha Power, *A Problem from Hell: America and the Age of Genocide* (New York: Basic Books, 2013), 35.

- What is the meaning of “intent” and why/how does intent factor into the definition of genocide?
- Why is it that the term “genocide” should not be applied lightly or to any act of violence?

Supporting Questions:

- Who is Raphael Lemkin?
- What was his motivation?
- Although the term “crimes against humanity” already existed, Lemkin felt it did not go far enough. Why did he feel a need to create a new word?
- What is the difference between a wide definition of genocide and a narrow definition of genocide?
 - How does either type of definition have the ability to help or hinder the conversation on the importance of genocide and why we should care?
- What is the difference between genocide/crimes against humanity/war crimes/ethnic cleansing.

STRAND 2: Human Behavior and Psychology

Understandings: *Students will understand (that)...*

- Genocide Studies is an emerging field, which denotes why it is important to engage in learning about previous and ongoing situations, as well as where there is potential for genocidal intent.
- “Othering” is a key component and precursor to genocide and other mass atrocities.
- Xenophobic behaviors are present within everyday life and must be recognized in order to be broken down.

Questions:

Essential Questions:

- Why do people behave the way that they do?
 - Students can choose any type of scenario and any range of emotions.
- How do prejudice, stereotypes, racism, and discrimination factor into the risk-analysis of genocide, crimes against humanity, war crimes, and/or ethnic cleansing? (Enduring Question throughout the semester)
- How does our understanding of human behavior change when tackling the topic of atrocity crimes?
- How do our surroundings influence the way we treat one another? (Consider the following...)
 - At home, in school, in a shared communal space?
 - Think about the differences we see between neighboring towns, cities, counties, and states... do these influence how we live and treat one another?
 - What does it mean to “other”?
- Why/how are people comfortable enough to carry out “othering”?
- When, Why, and How do you think members of a community decide to become an upstander, a bystander, or a perpetrator?
- Can we transcend hate? How?
- To what extent does our new knowledge of human behavior and psychology through the lens of genocide studies increase our purview of responsibility?

Supporting Questions:

- What is the act of “othering”?
- Where do we see xenophobic tendencies in everyday society?
- How do basic prejudices and stereotypes have the potential to mature into genocide?
- In order to connect the understanding of “othering” in a way meaningful to you, the student, answer the following questions:
 - What are some examples in present-day society contributing to the act of “othering?”
 - Think about the effects of socioeconomic status, race and ethnicity, language, etc... Then think about the influence of social media and the power that the few seem to have over the many. What are the results we see in the present?
 - How can this impact the future? Can you draw parallels to events of the past? How and why?
 - How do we stand up and resist such actions?

STRAND 3: Patterns and Stages of Atrocity Crimes

Understandings: *Students will understand (that)...*

- Genocide and atrocity crimes take place by way of processes that unfold over time.
- The influence and power of prejudice, stereotypes, racism, and discrimination when determining the threat of genocide, crimes against humanity, war crimes, and/or ethnic cleansing. *(Also applicable to Human Behavior and Psychology)
- Sovereignty is often the excuse given for a nation’s poor treatment of identified groups.
 - Sovereignty is not an absolute right, and international powers now uphold the responsibility (see *Quick Guide from the ICRtoP*) to prevent and punish atrocity crimes.⁶
- Denial is a dangerous concept to the prevention of atrocity crimes because it prolongs and encourages the impunity that perpetrators enjoy in the aftermath of genocide.
- **Ongoing Idea:** The denial of the Holocaust and other genocides have a tendency to run parallel to one another.

Questions:**Essential Questions:**

- Why is it preferable to describe genocide or other atrocity crimes in terms of a process which evolves?
- Is there a legal responsibility to prevent atrocity crimes? If so, why?
- How does the past have the power to influence the present and the future?
- What is impunity, and how does it foster the perpetration of atrocity crimes?

Supporting Questions:

- What are the risk factors and indicators of atrocity crimes? (Utilize the *Quick Guide from the ICRtoP*)⁷
- How are past genocides related to those of the present, either emerging or ongoing?

⁶ “A Quick Guide from the ICRtoP: The UN Framework of Analysis for Atrocity Crimes,” International Coalition for the Responsibility to Protect, <http://www.responsibilitytoprotect.org>.

⁷ “A Quick Guide from the ICRtoP: The UN Framework of Analysis for Atrocity Crimes,” International Coalition for the Responsibility to Protect, <http://www.responsibilitytoprotect.org>.

- Where are some areas we see impunity reinforced in everyday life? (Teachers must connect this specific conversation to case studies throughout the semester)

STRAND 4: Prevention Methods and Understandings

Understandings: *Students will understand (that)...*

- Prevention of genocide and atrocity crimes can be successful. This happens when partners in prevention spread knowledge, when risk-analysis is generated in real time, and when plans of action are created proactively. These commitments can lead to relieving the world of genocide and atrocity crimes.
- It is tempting to take on a defeatist attitude when working in this field of study, but hopelessness breeds impunity.
- What a changemaker, engine of change, and/or a partner in prevention is.
- Why is it important to engage in participatory politics as a student.

Questions:

Essential Questions:

- How do we know what kind of information is legitimate, and how do we decide what is worth believing in?
- Is it worth fighting to prevent atrocity crimes? Why?
- Why should we care about preventing genocide?
- What are the challenges of atrocity prevention? (Enduring Question throughout the semester)
- Can atrocity prevention strategies be produced in different ways? How and why?
- Citizens in any nation have the ability to make a positive change; how will this course of study direct your actions?
- What is lost with each genocide or mass atrocity?

Supporting Questions:

- Is there an identifiable pattern to atrocity crimes? Explain using examples covered in class.

Ask at the End of Each Unit:

- How has your knowledge of prevention expanded since the beginning of this course?
- What meaningful contributions can you make to your school society based on what you have learned?

“Students will know...”: (By Strand)

Students will know:

Historical Context:

- The meaning of the terms “atrocity crime,” “genocide,” “crimes against humanity,” “war crimes,” and “ethnic cleansing.”
- Legally, genocide cannot be prosecuted retroactively in a historical period prior to the adoption of the *UN Convention on the Prevention and Punishment of the Crime of Genocide*.
- Crimes which could be categorized as genocide have taken place prior to the coining of the word, but that does not diminish the gravity of the event.
- The difference between a wide vs. narrow interpretation of the term “genocide.”

- Intended to be part of a recurring conversation throughout the semester.

Human Behavior and Psychology:

- The important contributions of Raphael Lemkin to the creation of universal human rights. (Ongoing through Units 1 and 2)
- The role of historical context in atrocity crimes.
- That being an upstander is always an option.
- Working towards resiliency against human rights violations is difficult but the results are invaluable.

Patterns and Stages of Atrocity Crimes:

- Atrocity crimes unfold as a process.
- The meaning of *impunity*.
- Each event, genocide or otherwise, is unique.
- The response to genocide and atrocity crimes differs internationally.

Prevention Methods and Understandings:

- That there is no clear resolution to the prevention of genocide as the definition is and will always be critically flawed.
- Resisting revisionist dialogue is key. Students may not be able to participate at a level other than their immediate school society for the time being. By resisting revisionism they are acting as partners in prevention to ensure that atrocity does not strike a second time in post-atrocity communities.

“Students will be able to...”: (In line with NJCCCS)

- **6.1.12.A.11.e**, Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- **6.1.12.D.11.d**, Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- **6.1.12.D.11.e**, Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- **6.2.12.A.4.c**, Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- **6.2.12.A.4.d**, Assess government responses to incidents of ethnic cleansing and genocide.
- **6.2.12.A.6.d**, Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.D.4.i**, Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks: *Types to consider for this unit...*

- Journaling
- Socratic Method Sessions
- Debates
- Group Activities/Cooperative Learning: Turn-To-Your-Neighbor, Think-Pair-Share, Jigsaw Process, and Roundtable Discussions all have significant potential to foster intellectual growth, community, and respect in the classroom.
- “What are you learning” open ended “Target” questions
- Essential self questioning:
 - What do I know? What more do I need to know to be successful?
 - What can I do to be a more effective learner?
 - What kinds of insights have I gained from this lesson?
 - Where can I continue to apply my knowledge to make connections?
- Investigative sessions
- Assessment of Student Journals
- Writing assignments (with associated rubrics)
- Exit Questions/Exit Competitions
- Homework

Summative Assessment: *Types to consider for this unit...*

- Written Assignments
- Projects/Presentations/Analysis of Formal Debates
- Creative technology based exhibitions of knowledge
- Portfolios
- Short answer based assessments
- Document Based Questions (DBQ's)
- Testing is at the discretion of the teacher

Key Criteria:

- Journaling Accountability Marks (Did the student complete their entry with respect to the topic, yes or no?)
- Writing Rubric
- Cooperation Rubric
- Document Analysis Rubric
- DBQ Specific Rubric
- Supplemental Resources
 - Primary Sources
 - Secondary Sources
 - DVDs
- Web Resources (Research, Visual, and Audio)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Where are we going? What is expected?**
 - Students are on their way to understanding what genocide prevention is, and why it is necessary to care about.
 - Throughout the unit, students will be introduced to the meaning of the word genocide, how it came about, as well as the other categories under which atrocity crimes can fall.
 - Students will participate in collaborative activities which enhance learning to grasp the concept that atrocity prevention, when addressed openly and with correct information, not only saves lives, but preserves cultures, and informs the human society on how to work towards peaceful and cooperative coexistence.
 - Finally, through their work with the Framework of Analysis for Atrocity Crimes, students will understand that in order to understand and prevent genocide and/or mass atrocity, one makes a commitment that actively resists injustice.
 - This means that students should be able to: identify and define behaviors symptomatic of “othering”; consider why these behaviors are taking place; and recognize and resist these symptoms in real time while helping others to take note of why being an upstander is essential to prevention.
 - **Expectations:**
 - Readings and supplemental assigned activities are completed prior to class
 - Participation in class conversation and debate
 - Willingness to complete challenging work with primary documents and writing assignments.
 - Respect, inclusivity, and civil discourse guidelines are adhered to in the classroom, as well as out
- **How will we hook (introduce this to) students? How will we pre-assess student knowledge, understanding, and skills to inform instruction?**
 - In the lesson plans created by the teacher, there will be an overarching idea and a reason for learning this material provided to the students. Furthermore, a list of questions that will be explored and answered throughout the unit will also be included.
 - Students will create an identity chart in the beginning of the unit. This allows them to create a personal connection to bond themselves to the material.
 - When appropriate, students will start the class with a quote to analyze, and based on what they previously learned, they will make educated guesses about what is going to be covered next.
 - Students will be asked, “Based on your knowledge of history, please give me an explanation on...” concerning the class opening questions. (Students will answer) Lessons should continue with factual information, opportunities for collaborative exploration, and further questioning.
- **How will we equip students for expected performances?**
 - The teacher must set and uphold goals that are challenging for the students, but not unattainable. If differentiation must take place, the goals must still be manageable for each learner.
 - Class notes, as well as ample outside resources to further understanding.

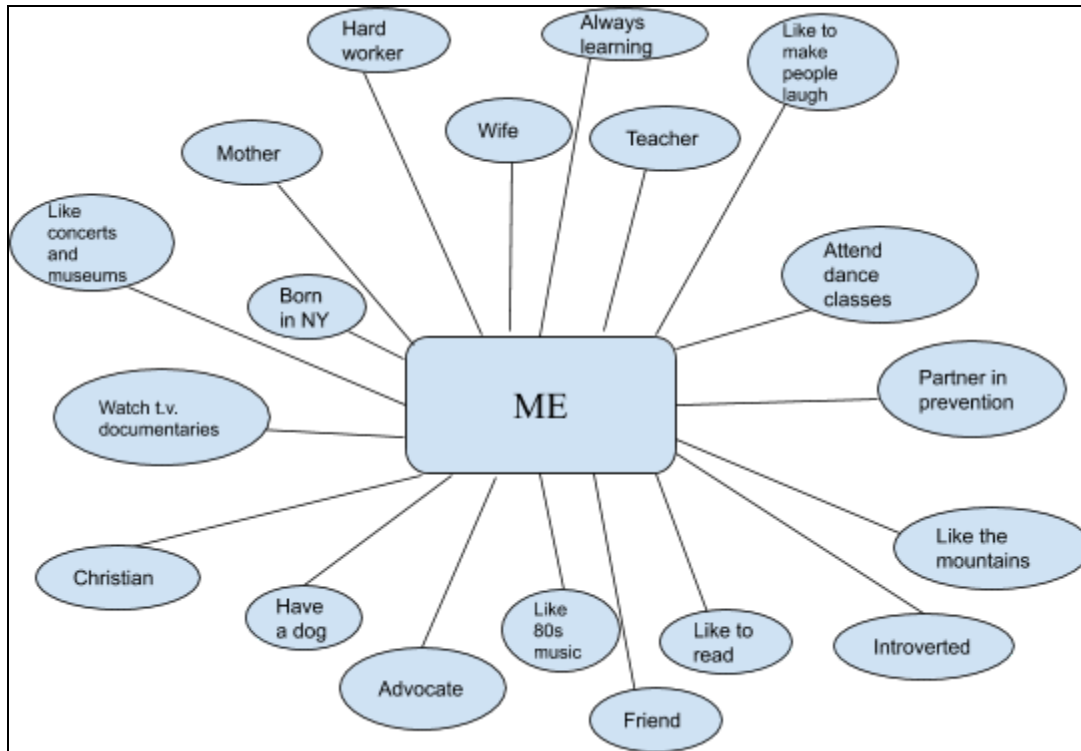
- With regard to DBQ's, *practice* documents should be completed in an investigative environment and constructively assessed by the teacher.
- For testing, review sheets, collaborative group opportunities, and learning games such as jeopardy can take place.
- Practice for answering short essay questions should take place, be graded, and then discussed in a cooperative classroom setting.
- **How will we provide opportunities to rethink or revise?**
 - Students must be given opportunities to rethink and revise so as to better connect to and develop unit goals.
 - Overarching questions that span the unit give students the opportunity to reflect and potentially revise their original trajectory. This allows students to further engage with the concept that there is not one true path or method for genocide prevention.
 - Students will be encouraged to produce outlines and first drafts on appropriate assignments.
 - Should students or the teacher find it necessary, there must be a way to engage in ways to improve metacognition. This can happen through engaging with peers in skill-support groups where students who illustrate a firm understanding of the material can share their strengths with their peers in need of further exploration, or “extra help” with the teacher.
- **How will students self-evaluate and reflect on their learning?**
 - Students will be given the opportunity to answer exit questions at the end of class, or complete a reflective activity such as journaling,
 - Students may also be given topics to consider and come prepared to question and discuss during the next class period.
 - Students should be graded on rubrics and checklists that promote reflective learning, coupled with constructive and meaningful messages from the teacher to help them see where they excelled or potentially missed their goals. This promotes taking the opportunity to reevaluate one's work.
 - DBQ's created by teachers and research writing opportunities can teach time management, and engage in self essential questioning to evaluate their own needs and talents during the learning process.
- **Differentiation:** When applicable or necessary...
 - Individualized Learning Plans (IEPs) or a 504 Plan
 - Use of infographics, audiobooks, videos
 - Kinesthetic learning experiences
 - Collaboration with ESL teachers
 - Collaboration across content areas
 - Scaffolded learning experiences
 - Modeling
 - Spoken and written directions
 - Opportunities for artistic interpretations of lessons
 - Study guides
 - Cooperative learning strategies
 - Flexible grouping of students
 - Goal setting and time management exercises
 - Open-ended projects

- Supplemental resources for independent learning
- The proposal of projects and ideas by the students
- **How will we organize the sequence of learning?**
 - 5 E's (Engage, Explore, Explain, Elaborate, Evaluate).
 - The lessons should follow chronological and topic oriented order.
 - There will be milestones along the way in the form of reflective activities, small assessments to allow for students to synthesize their knowledge, and the introduction of new ideas and perspectives to promote an environment less focused on traditional rigidity or rote learning, and increasingly focused on the whole student and classroom environment.

Classroom Materials

Identity Chart

Instructions: Answer the question “Who am I?” and create an identity chart like the one you will find below which is based on a fictional teacher named Tara Stapha.



What did this assignment make you think about? What shapes you as a person? Is there something you want your personal growth to eventually reflect in your chart?

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-
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Key Terminology Throughout Unit:

Term:
Atrocity Crime
Changemaker
Colonialism
Crimes Against Humanity
Denial
Discrimination
Ethnic Cleansing
Genocide
Genocide Prevention
Imperialism
Impunity
Intent
Mass Atrocity
Othering
Prejudice
Racism
Sovereignty
State-sponsored violence
Stereotypes
Universal Human Rights
War Crimes
Xenophobia

Cooperation Rubric for Collaborative Learning:⁸

	Works towards the achievement of group goals.	Demonstrates effective interpersonal skills.	Contributes to group maintenance.	Effectively performs a variety of roles within a group.
4 - Expert	Actively helps identify group goals and works hard to meet them.	Actively promotes effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.	Actively helps the group identify changes or modifications necessary in the group process and works toward carrying out those changes.	Effectively performs multiple roles within the group.
	Communicates commitment to the group goals and effectively carries out assigned roles.	Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.	Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.	Effectively performs more than a single role within the group.
	Communicates a commitment to the group goals but does not carry out assigned roles.	Participates in group interaction with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.	When prompted, helps identify changes or modifications necessary in the group process, or is only minimally involved in carrying out those changes.	Makes an attempt to perform more than one role within the group but has little success with secondary roles.
1 - Novice	Does not work toward group goals or actively works against them.	Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.	Does not attempt to identify changes or modifications necessary in the group process, even when prompted, or refuses to work toward carrying out those changes.	Does not attempt to perform a designated role, even when prompted, or refuses to play a supportive role.

Source: Marzano, B., Pickering, D. and McTighe, J. (1993) *Assessing Outcomes: Performance Assessment based on the Dimensions of Learning Model*. Alexandria, VA: ASCD.

⁸ B. Marzano, D. Pickering. and J. McTighe, *Assessing Outcomes: Performance and Assessment based on the Dimensions of Learning Model* (Alexandria, VA, 1993), ASCD.

Example Lesson Plan (1): Opening Up the Concept of Genocide Prevention

Teacher: ____ **Grade:** _____ **Date:** _____

Day: ____ (This will likely be done over two (2) days if class periods do not exceed 45 minutes daily)

Subject: _____

Cognitive Level(s) of Lesson: (Refer to Bloom's Taxonomy) *Analysis*

Objective: Students will be able to...

Understand what the term “atrocities crimes” refers to (genocide, crimes against humanity, war crimes, and ethnic cleansing); identify the signs and symptoms of such events; explore the methods of response which vary in scope and scale; and analyze the definition created by Raphael Lemkin which is responsible in large part for the way that prevention methods are generated. Most importantly students will begin to explore what it means to be an upstander and to resist injustice at a level they are familiar with, while recognizing the greater implications of their actions outside the classroom.

Common Core Standards (NJCCCS):

6.1.12.A.11.e, 6.1.12.D.11.e, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.A.6.d, 6.2.12.D.4.i

Instructional Strategies

Themes: Prevention of injustice; identity; choice; othering; reactions to othering and injustice; Responsibility to Protect.

Opening: *Engage the students by asking them to make connections to prior knowledge. This can be done through a KWL Chart, or a Do Now question. Other types of initial exploration can be done with the use of quote analysis, or through examining the contents of a short video. Regardless of the activity chosen, it must be revisited at the closing of the lesson for students to analyze and claim responsibility for their own personal growth.*

- **KWL:** What do you know, and what do you want to know about the following topics?
 - Atrocities Crimes
 - Genocide Prevention
 - Raphael Lemkin
 - The word Changemaker
 - The word Upstander

Presentation: *Students should engage in the content presented by exploring the key concepts with the teacher. This is best achieved by avoiding traditional lecture style teaching that spans the entire class period, and instead engaging in the Socratic method when possible to promote active and engaging conversation. **Note:** Material can be presented while remaining in the typical Socratic classroom set up that involves students arranging their desks in a large circle or square to face one another, with the teacher seated amongst them.*

Take a few minutes to discuss the opening activity:

- What is your understanding of the topics presented?
 - Atrocity prevention saves lives and prevents human suffering, the loss of resources, the loss of culture, and can help improve peace and stability in nations and parts of the world which are teetering on the edge or prone to crisis. Therefore, it can be said with certainty that genocide prevention and atrocity prevention overall are in the best interest of the international community.
- If necessary redirect any ideas that likely will not lead to discovery, and transition into the formal presentation.
- **Short Lecture combined with Essential Questioning:**
- What is worth advocating for concerning atrocity prevention?
- Say to students...
 - Genocide and other atrocity crimes are unique events — all of which are preventable.
 - Raphael Lemkin, having become invested in determining a name for the “crime of crimes” based on the Armenian genocide (explain if necessary), not forgetting that he lost nearly his entire family to the machinations of the Holocaust, advocated that the crime of genocide (which he believed was more multifaceted than what the final, formal, definition includes) need not happen.
 - This is a brief look at Raphael Lemkin, who will be discussed throughout the course...
 - <https://www.youtube.com/watch?v=jnEb5pWW53M> (2:54)

Quote Analysis: *Explain to students that there will be an explanatory video to follow, but first we will engage in exploratory thinking based on a quote from history related to who Raphael Lemkin was and who he became.*

- In speaking with a professor while attending the University of Lvov, Lemkin questioned why Mehmed Talaat was able to walk free even though he had organized the mass murder of the Armenian people, and yet his murderer, Soghomon Tehlirian, had to face trial. His professor said, “Consider the case of the farmer who owns a flock of chickens,” he said. “He kills them and this is his business. If you interfere, you are trespassing.” Lemkin was disturbed by this answer given that asserts **state sovereignty** is baseline logic which gives leaders the permission to destroy its own citizens, and do so with absolute impunity.
 - What do you think the words “state sovereignty” mean? Even if you’ve never heard it before until now, how can you use context clues to discern the meaning?
 - Raphael Lemkin had a goal, to ensure that citizens of a nation were not subject to

unfair treatment based on the goals of their governments. Lemkin was specifically disturbed by the notion that governments, based on *state sovereignty*, could do with its people whatever they pleased.

- Raphael Lemkin was absolute in his assertion that sovereignty is not a loophole through which leaders of a nation can jump in order to rationalize the extermination of an entire group of people.
- Explain to students you are now about to watch a video the provides more depth on Lemkin, the Armenian Genocide, and how his vision unfolded.
 - **Video:**
<https://www.facinghistory.org/resource-library/video/raphael-lemkin-watcher-sky-introduction> (12:24)
- Continue with lesson after the video...
- Lemkin's original ideas have since evolved and encouraged widespread resistance to human rights violations. With his vision in mind, we aspire to enact change and exist as Upstanders in our society.
- Go back to the KWL you created, did anyone think on what the word "upstander" connotes?
 - What do you think are the qualities that are indicative of an Upstander?
 - *General Idea:* An upstander is someone who believes it is their responsibility to act in the face of injustice.
 - What do you think a Changemaker is?
 - *General Idea:* "Individuals and groups [who] seek to exert both voice and influence on issues of public concern," and younger people are the ones who will find the most value in the changes made because it impacts them directly.⁹
- Introduce students to the RtoP Framework of Analysis for Atrocity Crimes handout, explaining that this will be something the class orbits around throughout, and begin with a focus on the Common Risk Factors and connect to the importance of prevention at every level in society.
- Have a short discussion on the components of the RtoP handout. What are students noticing? What connections can they make to prior knowledge? Is there something that interests them and may want to invest time to research?

Wrap Up:

- Say to Students...
 - Genocide prevention can start on our present level in our classroom society, branch out as our school is a part of our local communities, go further to the regional level with the cooperation of citizens in the Northern NJ area, go further still as a statewide initiative.
 - Our actions create a ripple effect, which has the potential to be so strong that it could

⁹ Danielle Allen, *10 Questions for Young Changemakers*, <https://yppactionframe.fas.harvard.edu/home>.

reach the international level of cooperation with time and persistence.

- Ask students to come up with a scenario that includes a ripple effect based on happenings in their school community.
- Ask students to contemplate and reflect for a moment on how the stoppage of offenses in their classroom or school-wide society could essentially make them catalysts for change. Do they have a hard time envisioning themselves as changemakers or partners in prevention?
- Talk to students about how society is presently quite dependent on immediate gratification. Then ask how or why this may factor into how atrocity crimes are, or are not, prevented effectively.
 - Do remind students that it is easy to become discouraged when immediate gratification is delayed, but we remember change takes time, and Raphael Lemkin, the father of the UN Convention for the Prevention and Punishment of Genocide, adopted unanimously in 1948, is proof of that.
- With words of encouragement, let your students know that they are not expected to be the next Raphael Lemkin, but by creating a supportive foundation in their schools, they are helping to propel his vision, and in doing so genocide and atrocity prevention becomes a more successful reality at the regional, national, and international levels.

Students are an integral part of the ripple effect. Which leads us to the implementation section of this lesson...

Guided Practice (please refer to worksheet): *Students should now engage in a practice activity to exercise the new skills and understandings they have acquired. An additional Think, Pair, Share activity, primary source evaluation, or a research based activity may apply here.*

- Say to students...
 - We have spent some time observing how change can be enacted, and learned that changemakers do not have to be one type of person.
- Explain the Guided Practice found on the next page.

Guided Practice:

Brainstorming Activity: in groups of 3-4, research the meaning of the word “microaggressions.” Determine the meaning, reflect on examples, and create an explanation as to how they can be stopped within a classroom society. Then, reflect on how resistance to injustice in the form of microaggressions translates into the larger movement geared towards genocide prevention.

Conduct research to answer the following questions:

1. What is a **microaggression**?
 - a. How do we recognize them?
 - b. Why is it our responsibility to resist them?
 - c. What are some ways in which microaggressions can be resisted in our school community?
2. Why do we resist injustice?
3. Leaving out any specific identifiers (names, nicknames, class schedules, etc...) What is something your group sees in school taking place on a daily basis that leaves you with a feeling of wanting to make a difference?
4. Why was Raphael Lemkin committed to changing the way the world perceived violent crimes?
5. What are some ways you, the student, can assist, or change, the way your society perceives both action and inaction where it concerns genocide prevention?
 - a. How does this factor into your responsibility to resist injustice?
 - b. Do you have any final thoughts on something you need clarification on?

Closure:

- *Students will utilize some time to evaluate their learning experience, which allows them to take responsibility for the level of understanding they have achieved. Closure ideally includes reflective activities such as journaling, the completion of an exit card, etc... These activities keep students thinking past the contained class period.*
- **Twitter Activity:**
 - This closure method requires about five minutes of silent reflection, though there will be an opportunity to share at the end if students wish to...
 - **Explanation:** Students may use an electronic device to keep count of the character count. Students will create a “tweet” (140 character thought blurb) into their journal reflecting on what they felt was significant, how their perspective changed, or something they want to know more about.
- **KWL Continued “L”:** What have you learned since initially filling out the “K” and “W” portions of the chart at the beginning of this lesson?

Post Lesson Assignment: It is at the teacher’s discretion whether this assignment is completed in class or at home.

While reflecting on today’s lesson, take a look at Dr. Danielle Allen’s 10 Questions on Participatory Politics. http://yppactionframe.fas.harvard.edu/files/actionframe/files/v3_final.pdf

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- **Reflection Prompts:**
 - Come up with suggestions on how students, like you, are able to change the world. Be ready to discuss in upcoming class periods.
 - Are there any examples in current events of young people generating fuel for change? If so, tell us briefly about who they are, what they intend to do, and determine a connection to today’s discussion.

Then watch the following video on YouTube. There are students in the nation, just like you, who desire to see a world that constructively objects to racism, hatred, injustice, etc.

<https://www.youtube.com/watch?v=0J3BzxXDZkc>

- **Reflection Prompts:**
- How do you connect with the students in this video?
- Who can be an *Engine of Change*?
 - *General Idea:* Anyone. This movement is intended to invest students in awareness about hate, prejudice, and apathy, and how expressions of such are detrimental to human society.¹¹
- How can you be an engine for change in your school society?

¹⁰ Danielle Allen, *10 Questions for Young Changemakers*, <https://yppactionframe.fas.harvard.edu/home>.

¹¹ “Engines of Change.” *YouTube*, Holocaust Museum Houston, 15 Nov. 2016, <http://www.youtube.com/watch?v=0J3BzxXDZkc>.

Example Lesson Plan (2): Understanding the Intersection of Human Rights and Prevention

Teacher: ____ Grade: _____ Date: _____

Day: (This will likely be done over two (2) days if class periods do not exceed 45 minutes daily)

Subject: _____

Cognitive Level(s) of Lesson: (Refer to Bloom's Taxonomy) Analysis/Synthesis

Objective: Students will be able to...

Gain a greater understanding of the Universal Declaration of Human Rights (UDHR), and through applying the concept of human rights to their own lives, students will be able to identify what is meaningful to them when it comes to protecting these rights and liberties. Students will explore what it is that generates hate, and critically think about ways to engage others in their community to stop the spread of dehumanizing behavior, all while making important connections about what they have learned to current events concerning the Uighur Muslims of Xinjiang, China.

Common Core Standards (NJCCCS):

6.1.12.A.11.e, 6.1.12.D.11.d, 6.1.12.D.11.e, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.A.6.d, 6.2.12.D.4.i

Instructional Strategies

Themes: Creating a civil learning classroom ecology; human rights and responsibility; resisting injustice and dehumanization; choice; human behavior; Responsibility to Protect.

Opening: *Engage the students by asking them to make connections to prior knowledge. This can be done through a KWL Chart, or a Do Now question. Other types of initial exploration can be done with the use of quote analysis, or through examining the contents of a short video. Regardless of the activity chosen, it must be revisited at the closing of the lesson for students to analyze and claim responsibility for their own personal growth.*

- In your journal, answer the following overarching "Do Now": "Why do we hate?" and "Can we unlearn bad behaviors? If so, how, and why should we?"
- As a class watch the video, *Racism Destroyed by Jane Elliott*:
<https://www.youtube.com/watch?v=OFad4-z8dfw> (0:59).
- Short Discussion: How did that video make you feel? Now that we have watched the video,

reflect back on your “Do Now” response. Is there anything you would change about it? If so, why?

- Say to students... It is up to us as members of society, whether in or out of the classroom, to choose to guide others towards peaceful coexistence that hinges on inclusivity. The choice is ours to make at any time, and it is ever-present.

Presentation: *Students should engage in the content presented by exploring the key concepts with the teacher. This is best achieved by avoiding traditional lecture style teaching that spans the entire class period, and instead engaging in the Socratic method when possible to promote active and engaging conversation. **Note:** Material can be presented while remaining in the typical Socratic classroom set up that involves students arranging their desks in a large circle or square to face one another, with the teacher seated amongst them.*

Short Lecture combined with Essential Questioning:

- Cross-curricular Connections: Explain to students that the study of human behavior makes cross-curricular connections to their science courses. In this case we are discussing what it means to create a safe and civil classroom ecology that promotes the exchange of knowledge. A practice like this is fundamentally important to the future of human society because it breaks down barriers and opens up opportunities to communicate.
- Ask students... In your own words, what is an ecology?
 - Now think about this classroom as an ecology; what should it look like?
- Let's make a connection to what we have previously learned about the internationally respected Responsibility to Protect...
 - How does creating this ideal classroom ecology illuminate what we believe falls under our responsibility to protect?
- Moving on, once you have determined how your ideal classroom society would function, what do you believe falls under your responsibility to protect in the greater society in which you live? (Some potential answers: family, friends, community members, total strangers, culture, civil liberties, etc...)
- Once students have had ample time to explain what it is that they want to protect, and why they want to essentially protect one another from harm, transition to a short lecture on human rights.
 - Because human rights are rights that everyone has because of the fact that they were born human beings. Every person deserves them, is entitled to equal human rights, and they cannot be taken away.
 - Human rights and human responsibility are inherently linked, we have started small with our classroom society in order to see how our actions have incredible potential to ripple outward into the greater society.
 - Ask students to write down one example of something they desire, one example of

something they want, and three examples of what they believe to be fundamental human rights.

- Then watch the video https://www.youtube.com/watch?v=RBiA_7yU0nc and explore the Universal Declaration of Human Rights (1948) with the students.
<https://www.un.org/en/universal-declaration-human-rights/>
- Ask students to reflect back on their lists, and determine if any changes need to be made. Are there any questions or specific ideas anyone would like to share with their peers?
- Ask students... How do human rights equal human responsibility?
- Using the fast fact sheet, present the case study of the Uighur Muslims of Xinjiang, China, a group of people who have been stripped of their human rights because of the detrimental effects of othering and dehumanization.

Fast Fact Sheet for the Uighurs in Xinjiang, China:

Who are they?

The Uighurs are a Muslim minority who are being stripped of their human rights by the Chinese government. Beginning in 2017, the Chinese government has detained possibly as many as 3 million Uighurs in internment camps for “re-education” based on the suspicion that they are an extremist threat. However, “re-education” consists of violent interrogation tactics that brazenly fly in the face of universal human rights. The Chinese government actively denies that the camps are in operation and that they have dehumanized an entire group by carrying out large-scale efforts leading to the disappearances of millions.

- Population: Approximately 11 million in Xinjiang, China.
- Language(s): Standard Xinjiang and Standard Soviet.
- Religion: Muslim
- Region: *Xinjiang Uighur Autonomous Region (XUAR)*. Formerly East Turkestan; annexed by China in 1949
- Resources: Rich in oil and minerals, a key supplier for the rest of China, and therefore economically important for China to control.

How and why were they stripped of their human rights?

- Chinese authorities claim that the government is combating “religious extremism.”
- Intrusive surveillance measures to document “extremist” and “abnormal” behavior such as Muslim religious activity, traditional dress, and men wearing beards.
- DNA and medical testing has been forced on those thought to be potential extremists, and DNA has also been collected at regular medical appointments.
- GPS has been installed in Uighur vehicles to track their whereabouts.
- Cell phones and internet activity are also surveilled.
- Men have been separated from their families and placed in internment camps, and children are placed in boarding schools without parent’s knowledge of where they have been enrolled.
- Religious education and practices are prohibited, as well as cultural norms, and even traditional Muslim names have been banned.
- Mosques and places of religious significance have been destroyed, effectively proving the Chinese desire to snuff out Uighur culture.
- Overall large-scale, systematic discrimination and detention.

What was the reaction of the international community, if any?

- The US, UK, and more than twenty other governments have asked China to stop building and enforcing detention centers, recognize that they are in breach of human rights policy, and knowingly fail in acknowledging the nation’s responsibility to prevent and protect its people from crimes against humanity.
- Unfortunately, 37 other governments responded with support for China’s actions.

Recap: Visit <https://www.pbs.org/newshour/features/uighurs/> for a brief overview, and http://www.globalr2p.org/media/files/r2p_monitor_nov2019_final.pdf for the November 2019 R2P update on the situation (pages 3-4).

Sources:

<https://earlywarningproject.ushmm.org/countries/china>

http://www.globalr2p.org/media/files/r2p_monitor_nov2019_final.pdf

<https://www.pbs.org/newshour/features/uighurs/>

<https://uhrp.org/>

Wrap Up:

Guided Practice (please refer to worksheet): *Students should now engage in a practice activity to exercise the new skills and understandings they have acquired. An additional Think, Pair, Share activity, primary source evaluation, or research based activities may apply here.*

- In response to our case study today, we will now complete the following activity...

Generating empathy and inspiring action:

- Ask students how they would feel if they had their human rights taken away? Reflect on why you feel that way.
- How would you want others to react when learning of your hardship?
- How can we be a wrench in the wheel of hate?

Listen and Reflect Activity: These are short NPR Newscasts on the situation. The teacher should listen and determine what best suits your class. There are more on the NPR website.

- (Surveillance) <https://www.npr.org/2019/11/23/782255231/chinas-treatment-of-uighurs>
- (Abductions and Chinese Cadres in Homes) <https://www.npr.org/2019/05/07/721172126/china-continues-to-abduct-uighur-muslims-sending-them-to-internment-camps>
- (Description by an ex-detainee) <https://www.npr.org/2018/11/13/666287509/ex-detainee-describes-torture-in-chinas-xinjiang-re-education-camp>
- What are your initial feelings after listening to this information? You may write or draw to express yourself, full sentences are not necessary.
- Knowing that this is one of many cases where othering led to the dehumanization and persecution against an entire group of people, how has your understanding changed of what falls under your responsibility to protect in society?
- What kinds of thoughts or questions come up after exploring the Uighur story briefly in class?
- How does this influence the way you would answer a question such as, “Why should we care about atrocity crimes and prevention?”
- What do you think can and should be done? Who can help? Why should they try?

Closure:

- *Students will take some time to evaluate their learning experience, which allows them to take responsibility for the level of understanding they have achieved. Closure ideally includes reflective activities such as journaling, the completion of an exit card, etc... These activities keep students thinking past the contained class period.*
- Hate is not an evolutionary response that is inevitable. We can unlearn hate, but it takes time,

it's difficult, and above all else, must be combated with truth and knowledge.

- “So What?/Snow Storm” Activity: (This is a combination of two closure methods, “So What? Questioning, and the Snow Storm Read Aloud)
 - Students will be given a slip of paper and asked to write why what they have learned today will matter in a week, a year, and in 10 years. Then they will crumple their paper, and on the count of three, toss it up into the air. Once each student has picked up a piece of “snow,” they will then take time walking around the room informing others why what they learned today matters.

Post Lesson Assignment: It is at the teacher’s discretion whether this assignment should be completed in class or at home.

- **Reflection Prompts:**
- Continue to reflect on how we can be a wrench in the wheel, or cycle, of hate. Explain in your own words how the unraveling of hate in society can enhance the ripple effect of atrocity prevention.
- Hypothesize how starting to engage atrocity prevention methods in the classroom can complement your role as a partner in prevention? Connect back to your ideal classroom ecology.

Resource Guide:

Print:

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International Coalition for the Responsibility to Protect.
<http://www.responsibilitytoprotect.org>.

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28 Aug. 2013, <http://www.youtube.com/watch?v=jnEb5pWW53M>.

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Belzberg, Edet, Amelia Green-Dove, Kerry Propper, Benjamin B. Ferencz, Raphael Lemkin, Ocampo L. G. Moreno, Samantha Power, Emmanuel Uwurukundo, Jenny Golden, Karen K. H. Sim, Mai Iskander, Dougie Bowne, and Samantha Power. *Watchers of the Sky.*, 2015.

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