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Genocide

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Created by Trent Lamphier
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Grade Level (Req.): 9-12	Content Area (Req.): Geography	Unit (Opt.): Genocide
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • History and Current Events • English and Literature • Government 		
Time Frame (Req.): The entire unit is 20 Days. This Lesson could run anywhere from 3-6 Days.	Goal (Req.): To help students understand what genocides are and how/why/where they occur.	
	Objective (Req.): Students will be able to understand the causes and effects of genocide in world history.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Handouts • Internet • Power Point • Videos • Novels/chapters • Textbook • Computer lab 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Definition of Genocide • Imperialism • Conflict Minerals • Crimes against Humanity • Stereotypes 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Students will write their response to the question: What is a genocide and where have they occurred in the world?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Students will be placed into 5-7 groups (Cambodia, Bosnia, Armenian, Guatemala, US Dakota War of 1872, Darfur, Holocaust) 2. Each group will research and create a Geo Story (Powerpoint) on their assigned event/genocide 3. Geo Stories (Powerpoints) must include: Multimedia presentation, Maps, Time/history and change, primary documents, and an analysis on why this event constitutes a genocide or why it does not. 4. Have each group present their Geo Story to the class using Powerpoint. 5. Class discussion on the group presentations and analysis of each. 6. Audience will plot the events on a map and summarize the event using a magnet summary. 7. Students will be graded on a presentation and powerpoint rubric 8. This lesson can be lengthened or shortened dependant on the time you have for your class. 9. 10. 11. 12. 13. 14. 15. 16. 		

19. . 20. .	
Formative Evaluation (Req.): Students will turn in definitions of genocide and where and when-background knowledge at the beginning of the unit.	Assessment (Req.): Students will be graded on discussions, journals, maps and summaries, and the two rubrics for the geo stories.
Iowa Core Curriculum Standards Used (Req.):	
<ul style="list-style-type: none"> • Geography 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography 6., Grades 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography 7., Grades 9-12: Understand how cultural factors influence the design of human communities. • History 2., Grades 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance. • • • • • 	
Common Core Curriculum Standards Used (Opt.):	
<ul style="list-style-type: none"> • RI .9-10.2 Deterine central idea of a text, specific details, and a summary • RI.9-10.7 Analyze Various accounts of a subject told in different mediums. • RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how events develop. • RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats. • 	
NGS Standards Used (Req.):	
<ul style="list-style-type: none"> • 1. How to use maps and other geographic representations, tool, and technologies to acquire, process, and report information from a spatial perspective • 2. How to use mental maps to organize information about people, places, and environments in a spatial context • 6. How culture and experience influence people’s perceptions of places and regions • 10. The characteristics, distribution, and complexity of Earth’s cultural mosaics • 13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface • . • . • . • • 	
Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
<ul style="list-style-type: none"> • Location • Place 	<ul style="list-style-type: none"> • •

<ul style="list-style-type: none">• Region••	<ul style="list-style-type: none">•
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	