



Genocides of the 20th and 21st Centuries Syllabus

CHS Social Studies Department

Contact Information: Parents may contact me by phone, email, or by calling and scheduling an appointment to visit with me at CHS.

Teacher: Mrs. Barbara Coulter

barbara.coulter@ccsd.us

Phone Number: (740) 702-2287 ext.16256

Online: <http://www.ccsd.us/1/Home>

Digital Connections:

➤ A variety of options exist for staying connected with your instructor and informed about your course:

- Google Classroom: **p12wcf**
- REMIND: text **@GEN1920** to 81010
 - If you have trouble using **81010**? Try texting **GEN1920** to (440) 328-4562.
 - Parents are also encouraged to join REMIND
 - Signing up via email is also an option:
 - Send an email to: **GEN1920@mail.remind.com**

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Genocides of the 20th and 21st Century - 206

State Course #: 150890

Prerequisite: Students must have successfully completed US History

Elective Course

Grade: 10-12

Graded Conventionally

Credit: ½

Course Description:

This is a semester-long course (18 weeks) that will expose students to the issues associated with Genocide. This course relies on student's ability to utilize the skills of Thinking, Reading, and Writing like Historians. Students will identify what genocide is and what makes humans commit the atrocities of wiping out other humans based on race, religion, political, or economic gain. We will explore the creation, perpetration, and facilitation of genocide through multiple approaches: with students examining the atrocities of the 20th and 21st Century. These include, but are not limited to: Armenian Genocide, Soviet Union pogroms and Holodomor under Lenin and Stalin, The Invasion of Manchuria, the Holocaust, Mao's great leap forward, modern North Korea, Pol Pot and the Khmer Rouge, Rwanda, Bosnia, and the 21st Century. Students should expect a rigorous course that will look at these human atrocities and should be mature enough to have in depth conversations, compassion, and empathy for the humans who were targeted in these genocides. This course meets the ODE requirement for a ½ credit of World History.

Student Supplies

- ⇒ Google Chromebook
- ⇒ one -1.5" - 3 ring binder
- ⇒ loose-leaf notebook paper
- ⇒ Earbuds to use with Chromebook (bluetooth work)
- ⇒ Highlighters (optional)
- ⇒ ten - #2 pencils
- ⇒ Two - blue or black p

The above supplies, except for the Kleenex {turn that in within the first two weeks of class}, are to be brought to class daily. Supplies are to be replenished by your family as needed. **If you need a binder, please let me know: I have sources here at CHS that will help me secure these items for you.**

Learning Targets: Defined below, for clarity, are the Unit Titles, Big Ideas of every Unit. USE these to help clarify and make sure you understand the focus of the course.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

This course is performance based: students will compile a portfolio of completed tasks and complete/create an end of course research and presentation, and respond to a prompt of their choice in an essay/illustration.

1st or 3rd Quarter

Unit 1: Becoming Reacquainted with Thinking, Reading, and Writing Like an Historian and geography of the World.

Big Idea #1: I can recall the strategies of Thinking, Reading, and Writing Like Historians

- Essential Question #1: What are the Historical reading, thinking, and writing skills?
- Essential Question #2: Where in the World is that located?
- Essential Question #3: What is your focus question for this semester?

Unit 2: Genocides Defined

Big Idea #1: I can identify, analyze, and define genocides.

- Essential Question #1: What are the characteristics of genocides?
- Essential Question #2: What social, political, and economic problems can cause genocides to occur?
- Essential Question #3: Where have genocides occurred overtime (1400 - present)

Unit 3: 20th Century Genocides – created by Regional and Global Conflict

Big Idea #1: I can identify, analyze, and describe 20th Century Genocides fueled by World War 1: Armenian Genocide.

- Essential Question #1: What, where, and why did the Armenian Genocide occur?
- Essential Question #2: In what ways were Armenians oppressed prior to state sponsored killings?
- Essential Question #3: What were/are the effects of the Armenian Genocide?
- Essential Question #3: How did the Turkish government justify the state sponsored genocide and how do they address the events of the Armenian Genocide today?

Big Idea #2: I can identify, analyze, and describe 20th Century Genocides: Invasion of Manchuria.

- Essential Question #1: What, where, and why did the Invasion of Manchuria happen?
- Essential Question #2: What are the short & long term effects of the Invasion of Manchuria?
- Essential Question #4: What other locations did Japan conquer and control in the 20th Century?
- Essential Question #5: What are the effects of other Japanese conquest/invasions?
- Essential Question #6: Was the Japanese invasion of other Pacific nations a genocide?

Unit 4: 20th Century Genocides – created by Totalitarian Governments

Big Idea #1: I can identify, analyze, and describe the difference between a Pogrom and a Genocide

- Essential Question #1: What, where, and when did Pogroms begin/occur?
- Essential Question #2: What has been the effect of Pogroms over time?
- Essential Question #3: Is there a difference between genocides and pogroms?

Big Idea #2: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: USSR.

- Essential Question #1: What is the Red Terror and the GREAT PURGE?
- Essential Question #2: Were the Red Terror and the GREAT PURGE genocides?
- Essential Question #3: What, where, and why did the Holodomor occur?
- Essential Question #4: What were the effects of the Holodomor?
- Essential Question #5: Is the Holodomor a genocide?

Big Idea #3: I can identify, analyze, and describe 20th Century Genocides fueled by World War 2: the Holocaust.

- EQ #1: What is the difference between a genocide and the Holocaust? ([read this article](#))
- Essential Question #2: In what ways were European Jews oppressed prior to the state sponsored killings?
- Essential Question #3: Why and in what ways were people of European Jewish descent discriminated against during the Holocaust?
- Essential Question #4: What were the effects of the Holocaust?
- Essential Question #5: How did the Nazi government justify the state sponsored genocide and how does the German government address the events of the Holocaust today?

2nd or 4th Quarter

Big Idea #4: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: Great Purge

Essential Question #1: What, where, and when did the Great Purge happen?

Essential Question #2: What effects did Stalin's purges have on the war? on the USSR?

Essential Question #3: Is a purge of political opponents a genocide?

Big Idea #5: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: China.

- Essential Question #1: Where did the Great Leap Forward happen?
- Essential Question #2: What, where, and why did the Great Leap Forward happen?
- Essential Question #3: What were the effects of the Great Leap Forward?

→ Essential Question #4: Is the Great Leap Forward a genocide?

Big Idea #6: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: North Korea.

- Essential Question #1: What, where, and why did/does North Korea's government control their citizens?
- Essential Question #3: What were the effects of the North Korea's policies?
- Essential Question #4: Are the events/control in North Korea a genocide?

Big Idea #7: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: Pol Pot and the Khmer Rouge (Cambodia).

- Essential Question #1: What is the historical context for the Cambodian Genocide?
- Essential Question #2: What, where, and why did Pol Pot and the Khmer Rouge create these crimes?
- Essential Question #3: What were the effects of the Cambodian Genocide??
- Essential Question #4: Are Pol Pot and the Khmer Rouge's actions a genocide?

Big Idea #8: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: Bosnia.

- Essential Question #1: Where is Bosnia and what influenced this genocide?
- Essential Question #3: What were the effects of the Bosnian Genocide (Short and Long Term)?
- Essential Question #4: Is Bosnia a genocide?

Big Idea #9: I can identify, analyze, and describe 20th Century Genocides fueled by totalitarian governments: Rwanda.

- Essential Question #1: Where is Rwanda and what is the historical context of this genocide?
- Essential Question #3: What were the effects of the Rwandan Genocide (Short and Long Term)?
- Essential Question #4: Are the crimes against the Tutsi a genocide?

Unit 5: 21st Century Genocides – created by Regional and Global Conflicts

Big Idea #1: I can identify, analyze, and describe 21st Century Genocides fueled by the Cold War

- Essential Question #1: What and where did/are the 21st century genocides occur?
- Essential Question #2: What are the causes of the 21st century genocides to occur?
- Essential Question #3: Sequence and locate 21st century genocides and utilize historical research to draw conclusions.

Unit 6: Student research and project creation

Big Idea #1: I can identify and research a topic related to the Genocides of the 20th and 21st Century

Big Idea #2: I can create a finished product that displays the research I conducted

Big Idea #3: I can explain and present my research to a group.

Big Idea #4: I can describe and explain the answer to my focus question from Unit 1: BI1: EQ#3.

● **END OF COURSE EXAM**

- Students will present research on a topic of one of the 20th or 21st Century Genocides studied in this course.
- Students will write a three - five paragraph essay (or creative illustration) that demonstrates their answer to the focus question(s) they identified in Unit 1.

Course Materials:

- Google Chromebook
- There is not a textbook for this course: readings will be conducted online or via printed copies of articles.

Electronic Resources:

There are multiple websites and digital resources that will be utilized in this course: those linked here are just a beginning point.

- [Zunal Webquest](#)
- [TikiToki](#)
- [TimeToast](#)
- [Our World in Data](#)
- [The History Place](#)
- [Why is the 20th Century is the Century of Genocide](#)
- [USHMM](#)
- [United to End Genocide](#)
- [Age of Genocide](#)
- [TedEd: http://ed.ted.com/](http://ed.ted.com/)
- [Genocide: Twentieth Century Warnings for the Twenty-First Century](#)
- [Genocide in the 20th Century: Causes & Consequences](#)

As new opportunities/resources are added to the internet this list will be edited.

Digital Review: KAHOOT! Quizlet GimKit Quizizz

Course Expectations:

- Google Chromebook you were issued one at the beginning of the school year: you are to utilize this for educational purposes: complete your assignments and recharge it daily. We use the chromebook daily in this course.
- Technology: a variety of technology apps/resources will be utilized: be sure to store your login/password information in a variety of locations for easy access.
- Successful completion of American History requires approximately one-two hours of individual study time per week.
- Homework may be assigned on holidays, long-weekends, snow days {if they become numerous}, and breaks (Thanksgiving, Winter, MLK, Jr., President's Day, Spring Break).
- Students will Check grades on ProgressBook often to ensure that all assignments have been submitted, graded, and recorded accurately.

If you do not know your user name/password, email Mrs. Smith Kathy.Smith@ccsd.us and politely ask her to reset your account.

DO YOU KNOW YOUR PROGRESSBOOK PASSWORD?

DO YOUR PARENTS KNOW THAT THEIR PASSWORD IS DIFFERENT?

- Students will complete all assignments on time and participate in classroom activities and discussions as outlined on the course syllabus and as assigned by the course instructor.
 - ◆ If you do not keep up with assignments and collect more than five missing assignments SHARP will be assigned.
- Students will maintain a course notebook/folder, to better facilitate learning experiences in the classroom and your ability to prepare for the end of course

exam. Organization is a key tool to success in high school and in this course.

- ★ My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the course objectives; assessment of the course objectives; evaluation of daily work; and providing a positive learning environment. The course instructor may adjust pacing and content as necessary for students within their course.

- ★ All student rules and regulations in our [student handbook](#) will be enforced daily: this includes but isn't limited to dress-code, attendance, hall passes, etc.

In addition, these are the classroom rules:

- ★ You are to be in the room, your phone in the phone caddy, and in your assigned seat ready to begin the class activities when the bell rings. Pencils should be sharpened prior to class. Begin your class bellringer immediately by writing/typing in the BI/EQ of focus, the type of activity, and type in the prompt. {I will explain it and then you will have time to answer}
- ★ BRING your notebook, class supplies (i.e. pencils, pens, etc.), Chromebook, and homework to class each day.
- ★ Add the United States History Google Calendar to your calendars (I will show you how) so that you know when assignments are due and when tests will be administered.
- ★ Electronic Devices [Cell Phones, iPads, Kindles, etc.] are to be turned off, placed in the phone caddy, and out of sight when class begins. Phones must be in the phone caddy: electronic devices may be used ONLY with teacher permission. Use of electronic devices is at the discretion of the instructor: do not utilize your Chromebook during non-authorized times: only use it as an educational tool.
- ★ Always charge your Chromebook overnight to arrive at school prepared to use it during all daily coursework.
- ★ To keep the aisles clear, book bags will be stored under your table, out of the aisles. During testing all personal items (backpacks, purses, etc) will be placed on the front wall of the classroom.
- ★ When you miss class, find out what we did! A study partner is a good idea!
 - You are responsible for your missed assignments! Locate and use a student planner (digital) or add a Google Calendar on which you can keep track of tasks. The big assignments will be posted on our course's Google Calendar.
- ★ Only clear bottled water is permitted: unless the purchase is from the Cavalier Cafe. Cavalier Cafe may not be ordered on testing days
- ★ Profanity, obscenities, gestures, or unkind words will not be tolerated.
 - Act polite, mature, and respectful to all in our classroom: it will avoid many problems!
- ★ Listen when others are talking: talk when it is your turn
- ★ Passes out of class will only be given to students who do not abuse this privilege: in cases of an emergency you may ask to use the restroom: except on days when we have a Guest Teacher. No passes will be permitted on those days.
- ★ Class will not be dismissed early: do not line up at the door: wait for your instructor to dismiss the class – this will follow the dismissal bell.
- ★ If a Guest Teacher is present, your cooperation is expected.

Failure to do so will result in disciplinary action.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.

- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at [CHS Student Handbook](#).

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Genocides of the 20th and 21st Centuries CHS Course Syllabus

After you have reviewed the preceding information/packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students by **Friday, August 23, 2019**

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Best phone number and time for contact: _____

Best email to use for parent contact: _____

It is expected that you will follow CHS Building Rules at all times...many of those are included in the following set of behavior guidelines. Students will adhere to the classroom teacher's rules that include:

All student rules and regulations in our student handbook will be enforced daily: this includes but isn't limited to dress-code, attendance, hall passes, etc. In addition, these are the classroom rules:

- ⇒ You are to be in the room, your phone in the phone caddy, and in your assigned seat ready to begin the class activities when the bell rings. Pencils should be sharpened prior to class. Begin your class bellringer immediately by writing/typing in the BI/EQ of focus, the type of activity, and type in the prompt. {I will explain it and then you will have time to answer}
- ⇒ BRING your notebook, class supplies (i.e. pencils, pens, etc.), Chromebook, and homework to class each day.
- ⇒ Add the United States History Google Calendar to your calendars (I will show you how) so that you know when assignments are due and when tests will be administered.
- ⇒ Electronic Devices [Cell Phones, iPads, Kindles, etc.] are to be turned off, placed in the phone caddy, and out of sight when class begins. Phones must be in the phone caddy: electronic devices may be used ONLY with teacher permission. Use of electronic devices is at the discretion of the instructor: do not utilize your Chromebook during non-authorized times: only use it as an educational tool.
- ⇒ Always charge your Chromebook overnight to arrive at school prepared to use it during all daily coursework.
- ⇒ To keep the aisles clear, book bags will be stored under your table, out of the aisles. During testing all personal items (backpacks, purses, etc) will be placed on the front wall of the classroom.
- ⇒ When you miss class, find out what we did! A study partner is a good idea!
 - o You are responsible for your missed assignments! Locate and use a student planner (digital) or add a Google Calendar on which you can keep track of tasks. The big assignments will be posted on our course's Google Calendar.
- ⇒ Only clear bottled water is permitted: unless the purchase is from the Cavalier Cafe.

Cavalier Cafe may not be ordered on testing days
- ⇒ Profanity, obscenities, gestures, or unkind words will not be tolerated.
- ⇒ Act polite, mature, and respectful to all in our classroom: it will avoid many problems!
- ⇒ Listen when others are talking: talk when it is your turn
- ⇒ Passes out of class will only be given to students who do not abuse this privilege: you are granted three passes per quarter and will sign out at the door with each used pass. except on days when we have a Guest Teacher. No passes will be permitted on those days.
- ⇒ Class will not be dismissed early: do not line up at the door: wait for your instructor to dismiss the class – this will follow the dismissal bell.
- ⇒ If a Guest Teacher is present, your cooperation is expected. Failure to do so will result in disciplinary action.

Course Supplies: please check supply levels and replenish as needed throughout the year. **Kleenex**

- ⇒ one – 1.5" 3 ring binder
- ⇒ two(2) - black or blue ink pens
- ⇒ ten (10) - #2 pencils
- ⇒ loose-leaf notebook paper
- ⇒ highlighters (optional)
- ⇒ Earbuds (for Chromebook)