



Grade 9 - Unit 6 - Human Rights and Common Good

Unit Focus

This unit will deeply explore human rights and the challenges of defining genocide. Using the Holocaust as the example, the unit will focus on 8 outlined stages of genocide. Most importantly, students will learn the value of cultural understanding and how to take positive action when considering their contributions to their community and the common good. Students will be expected to use the 21st century skills of imagining and synthesizing to create a meaningful monument to a lesser known genocide.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
C3 Framework for Social Studies State Standards <i>Social Studies: 9</i> 921092 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921102 Taking <i>Informed Action</i> 921103 INDIVIDUALLY AND WITH OTHERS, STUDENTS... <ul style="list-style-type: none">• D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.• D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">• Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)• Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)	<i>Students will be able to independently use their learning to...</i> T1 Understand roles in communities and how to propose and/or create change in communities based on important issues. T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. T3 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.
	Meaning
	Understanding(s)
	Essential Question(s)
	<i>Students will understand that...</i> U1 Humans beings have basic needs and rights. U2 Depending on historical context and cultural beliefs, human rights have been limited and/or denied. U3 Taking action must be a purposeful, informed, and reflective experience.
	<i>Students will keep considering...</i> Q1 How are human rights understood, interpreted, and applied throughout place and time? Q2 What does it really mean to have equal rights? Q3 Why is it important for me to be an active participant in my community? Q4 How does systematic dehumanization sow the seeds of genocide?
	Acquisition of Knowledge and Skill
	Knowledge
	Skill(s)
	<i>Students will know...</i> K1 Definition of genocide K2 8 stages of genocide K3 5 major genocides: Holocaust, Bosnian, Rwanda, Cambodia and Armenia
	<i>Students will be skilled at...</i> S1 Adjusting tone to audience S2 Collaboration S3 Reflection: measure impact of a creative product