9th Grade Genocide Studies/WS - Differentiated Lesson Example

Teacher Background on Lessons
These lessons are adapted from the Genocide Education Project: Stages of Genocide to include differentiation strategies to use with multilingual learners. These lessons are meant to be taught at the beginning of the World Studies Unit 7 - Global Conflict and Cooperation: Genocide and the Search for Justice. These lessons include a vocabulary preloading lesson for the whole unit, a lesson using the Question Formulation Technique to ignite curiosity and connections, an overview of the 10 Stages of Genocide, and a text analysis using Native American genocide as a case study. This case study was intentionally included because students have more background knowledge on this topic as they learned about these concepts in 8th grade. These lessons provide the students with a solid foundation in which to expand on more specific genocides and government responses to these atrocities later in the unit.

Lesson 1: Genocide Vocabulary
Content Objective: Students will analyze the 10 Stages of Genocide and apply their understanding to a case study on the genocide of Indigenous Peoples in the United States.
Language Objective: Students will work with peers to evaluate vocabulary related to genocide studies and build concept maps.

This lesson introduces students to the vocabulary terms they will see and use throughout the unit.
As a whole group, project the definition of Genocide on the front board.

- **Genocide**: (UN Definition) Genocide means any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, as such:
  (a) Killing members of the group;
  (b) Causing serious bodily or mental harm to members of the group;
  (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
  (d) Imposing measures intended to prevent births within the group;
  (e) Forcibly transferring children of the group to another group.

Ask students to think about any questions they might have about this definition. Clear up any misconceptions or misunderstandings. Ask them if they know of any events in world history that might be considered a genocide. This will help activate prior knowledge.

In table groups, distribute these 9 concept maps to each group. A concept map with each word with definitions and translations is provided to the group. Students discuss and add the following to the map…
What does this remind me of?
Where have I heard about this before?
What connections do I have to this word?
Students: Take a picture of each concept map so students have access throughout the unit.

WIDA 1-2 - Students read and discuss the translated definition and add to the concept map in their native language or using leveled language frames.

WIDA 3-Non-ML - Students generate ideas with little support

Lesson 2: Native American Genocide visual

Content Objective: Students will analyze the 10 Stages of Genocide and apply their understanding to a case study on the genocide of Indigenous Peoples in the United States.
Language Objective: Students will develop and improve questions in English about a visual prompt using leveled language frames.

Students will participate in the **QFT** process with the Trail of Tears mural. Individually, students will generate questions, change questions, and prioritize. Students will be paired to consolidate and generate a list of 5 top questions as a pair.

WIDA 1-2 - Students individually generate their own questions in their native language and write them down. Students will prioritize their most important questions and translate to English. When paired, use common L1 grouping if possible. Students can also join another group and listen to their conversations.

WIDA 3-5 - Students generate questions in English with leveled question support.

Non-ML can generate questions without additional support.

Question Matrix adapted from Chuck Wiederhold's "Creative Learning and Higher Order Thinking"

		Event	Situation	Choice	Person	Reason	Means
To check what il know or need to understand I can ask…	Present	What is	Where / When is	Which is	Who is	Why is	How is
	Past	What did	Where / When did	Which did	Who did	Why did	How did
To learn more about it I can ask…	Possibility	What can	Where / When can	Which can	Who can	Why can	How can
	Probability	What would	Where / When would	Which would	Who would	Why would	How would
To challenge my thinking I can…	Prediction	What will	Where / When will	Which will	Who will	Why will	How will
	Imagination	What might	Where / When might	Which might	Who might	Why might	How might
	Debatable	What should	Where / When should	Which should	Who should	Why should	How should



Teacher Background on the Trail of Tears

These lessons are adapted from the Genocide Education Project: Stages of Genocide

Lesson 3: The 10 Stages of Genocide

Content Objective: Students will analyze the 10 Stages of Genocide and apply their understanding to a case study on the genocide of Indigenous Peoples in the United States.
Language Objective: Students will work in groups to become familiar with new concepts

In this lesson, students are divided into 10 total groups. Depending on class size, this would be about 3-4 students in each group.

Groups will create a slide for each of the stages they are assigned on the class Stages of Genocide Slidedeck. **Note that all terms on this list are cognates (similar in English and Spanish). Be sure to point this out to Spanish-speaking students*

1. Assign each group one of the stages of genocide (taken from the Ten Stages of Genocide Handout)
    - Put students into groups that include a bilingual buddy for those students who are new to English.
    - If no bilingual buddy is available, then put students who are new to English into a group. They can translate the stage assigned to their group, and listen and help build the group slide using the vocabulary they have learned.
2. Each group will contribute to a class slide deck about the 10 stages of genocide. One slide per group (total of 10).
3. On the group's slide, they will write a definition of their assigned stage in their own words. They should also include one example of an event or situation that would represent this stage that has occurred in the world (either in history or today).
    a. This will help activate prior knowledge, build background knowledge, and create relevancy.
4. Have each group present their slide to the class. All students should keep the link to the slide deck so they can refer back to the 10 stages of Genocide throughout the unit.
5. As a class, discuss how these stages often do not occur in order and can happen simultaneously.

Lesson 4: Native American Genocide Case Study: Applying the 10 Stages of Genocide

Content Objective: Students will analyze the 10 Stages of Genocide and apply their understanding to a case study on the genocide of Indigenous Peoples in the United States.
Language Objective: Students will read appropriate level text describing the Genocide of Native Americans and apply their knowledge of the Stages of Genocide with their partner to identify elements on a graphic organizer.

In this lesson, students will use the 10 Stages of Genocide, annotate the text, and cite textual evidence as examples of each stage from a reading on the Genocide of Native Americans (using the graphic organizer).

Student Handout Options: Teacher or student-selected groups

> **WIDA 1-2** - Leveled Text created using SchoolAI with translation in Spanish. Students can read in small group or individually.
>
> **WIDA 3- Non-ML** - Engineered Text - Original text with added scaffolds and support. Small group works through text together and discuss concepts, new vocabulary, cognates, ideas, etc. Students annotate text.
>
> **Non-ML** - Genocide of Native Americans (original text) - students can read individually.

Student Handout: Stages of Genocide Graphic Organizer
With a partner or in small groups, have students read through the Genocide of Native Americans handout. Provide the differentiated texts based on the individual students. Students will complete the graphic organizer using evidence from the text as evidence of the 10 stages of genocide. Pair students thoughtfully. Use Considerations for Cooperative Learning for MLs