



TEACHING HUMAN DIGNITY

Making Sense of Historical Atrocities

CENTRAL QUESTIONS:

- ◆ What are the factors that foster and promote systematic oppression and/or extermination of marginalized groups in society?
- ◆ How can knowledge of past atrocities help us identify unfolding atrocities in our own time and place?
- ◆ How can we think critically about contemporary social issues in light of the past and creatively advocate for those who have no voice?
- ◆ How can we intervene in unfolding socially accepted atrocities and act to prevent future atrocities?
- ◆ What makes a society humane? What kind of society do we want to live in?
- ◆ Can the average person make a difference and confront social issues through activism?

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Developed in Collaboration with Dr. Mary O'Callaghan.

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Dear Colleague,

Thank you for your commitment to engaging issues of life and human dignity in the classroom. These issues are vast and complicated, but like you, we believe that respect for life and the dignity of the human person are the foundation of a just society. It is our experience that students want to engage in fundamental questions and conversations, but that too often these are deemed too politically controversial for the classroom and so are rarely taught.

The question of human dignity is essential to a flourishing society. That is why the *Teaching Human Dignity series* take up issue ranging from abortion to euthanasia to ethical treatment of embryos. It is our hope that these resources will allow participants to engage these complex issues from a variety of disciplinary perspectives and inspire creative and integrated responses grounded in the universal dignity of each human person.

The McGrath Institute for Church Life's *Teaching Human Dignity series* is an inter-disciplinary educational resource that provides high school teachers with units, learning sequences, lesson plans, and resources designed to integrate life and human dignity topics into the existing curriculum. Many of the materials included in this series are suitable for both secular and religious educational settings. This unit, **"Making Sense of Historical Atrocities"** was designed in collaboration with Mary O'Callaghan, Ph.D. Dr. O'Callaghan is a Public Policy Fellow at the University of Notre Dame de Nicola Center for Ethics and Culture. Dr. O'Callaghan is an expert in ethical issues and policy questions related to individuals with disabilities, with a particular focus on prenatal diagnosis and disability selective abortion.

In this six-lesson unit, teachers will find the framework, activities, in-depth instructional guides, and resources they need to guide students through critical inquiry related to disability selective abortion (DSA). The students will compare and contrast this increasingly popular medical trend with atrocities that occurred in the past. They will conduct guided research about historical atrocities and articulate the factors that contribute to their perpetration. The students will use what they learn in their inquiry to evaluate whether disability selective abortion has characteristics of past atrocities. Finally, the students will explore ways they can creatively respond to others whose actions and inactions permit the marginalization and unjust treatment of others. Their participation in the unit concludes by empowering them with an understanding of activism and the importance of raising awareness about concerning social issues.

In addition, teachers may find it helpful to reference the resource **Tips for Dealing with Sensitive Topics in the Classroom**. All resources for the unit can be found on the McGrath Institute for Church Life website.

We have a Facebook group, Teaching Human Dignity, where you can share ideas, tips, and lesson modifications, and best practices. We hope you'll join the conversation!

Sincerely,

The Teaching Human Dignity Team



Unit Overview

Unit-at-a-Glance

Curriculum Area:

Social Studies

Time Requirement:

Ten 50 minute class periods
(teachers can modify as needed)

Descriptors:

Social Issues, Human Dignity, Genocide, Eugenics, Potato Famine, Native American Assimilation and Removal, Institutionalization, Developmental Disability, Disability Selective Abortion, Jérôme Lejeune, Jean Vanier, Systematic Oppression, Atrocities

Unit Objectives

Students will be able to:

- ◆ analyze attributes of mass atrocities as they apply to historical and contemporary events.
- ◆ understand how ideologies, philosophies, propaganda, science, and technology influence the perpetration of atrocities in the past and present.
- ◆ participate in structured historical inquiry to make sense of events as they gather information from primary and secondary sources.
- ◆ analyze and evaluate different perspectives and draw conclusions about complex issues grounded in the principles of human dignity and justice.
- ◆ use historical facts and supported evidence to explain why knowledge of the past is required to make informed and just decisions about disability selective abortion today.
- ◆ develop a plan for a targeted awareness campaign designed to persuade others about issues concerning social justice.

Rationale

Understanding history involves more than just the recall of facts and events from bygone days. It also requires the ability to make sense of past people, events, and trends as they relate to the present and future. In this unit, students learn to “do history” and function like historians. They engage in a structured historical inquiry about some of the darkest events in humanity’s past. They study mass atrocities--events that involve the intentional and systematic oppression and/or extermination of marginalized individuals and groups. As students study history, and make sense of what they learn, they are empowered to consider how they can most effectively engage with troubling issues in the present and future.

NCSS National Standards for High School Social Studies Teachers 2010 Revision (2013)

Strand: 1. CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Knowledge Indicator: That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.

Process Indicator: Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.

Strand: 2. TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the past and its legacy.

Knowledge Indicator: Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world;

Knowledge Indicator: The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;

Knowledge Indicator: The importance of knowledge of the past to an understanding of the present and to informed decision making about the future.

Process Indicator: Research and analyze past periods, events, and recurring issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence;

Process Indicator: Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments;

Process Indicator: Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it;

Product Indicator: Presenting supported interpretations in oral, written, visual, or electronic formats;

Strand: 4. INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity.

Knowledge Indicator: Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership;

Process Indicator: Discuss the nature of stereotyping, bias, altruism, and conformity in societies, and their implications for personal, group, and national relationships;

Strand: 6. POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Process Indicator: Examine persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in relation to the general welfare;

Process Indicator: Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations;

Process Indicator: Evaluate the role of technology in communications, transportation, information-processing, weapons development, and other areas as it contributes to conflict and cooperation among groups and nations;

Strand: 8. SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Knowledge Indicator: Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;

Knowledge Indicator: Consequences of science and technology for individuals and societies;

Knowledge Indicator: Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints;

Knowledge Indicator: Findings in science and advances in technology sometimes create ethical issues that test our standards and values;

Process Indicator: Ask and find answers to questions about the impact of science and technology in the past and present, and in different places and societies;

Process Indicator: Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and societies in an interdependent world;

Process Indicator: Identify the purposes, points of view, biases, and intended audience of reports and discussions related to issues involving science and technology;

Process Indicator: Select, organize, analyze, and evaluate information, and communicate findings regarding the impact of science or technology on a society today or in the past;

Strand: 10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Knowledge Indicator: The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice;

Knowledge Indicator: Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law;

Knowledge Indicator: That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices;

Knowledge Indicator: The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.

Process Indicator: Evaluate the effectiveness and importance of public opinion in influencing and shaping public policy development and decision-making;

Process Indicator: Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated civic ideals;

Process Indicator: Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

Unit Summary

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
Unit Pre-assessment	Prior to the unit, students complete a survey and pre-assessment. Teacher uses gathered data to establish a safe classroom environment and modify instructional experiences in response to students' existing knowledge of historical events.	
Lesson #1: Learning about Historical Atrocities <i>Three 50 minute class periods (possibly additional time based on student ability)</i>	Students work in teacher-assigned groups to explore a particular historical atrocity using primary and secondary sources curated by their teacher. Each group presents new knowledge to their classmates in oral and multimedia format and summarizes this information in a shared document containing an analytical tool called a comparison matrix.	<p>Students will be able to read and synthesize primary and secondary sources on historical mass atrocities (e.g., genocide).</p> <p>Students will be able to support their interpretation of historical events with material from primary and secondary sources.</p> <p>Students will be able to explain the details of a particular historical atrocity to their peers using oral and multimedia presentations.</p>
Lesson #2: Analyzing Historical Atrocities <i>One or two 50 minute class periods, depending on desired depth of coverage</i>	Using the data entered by each group in the comparison matrix, the students participate in a structured inquiry as they answer the question "How do historical atrocities happen?" They exercise critical thinking skills in four steps: 1) noting similarities, 2) noting differences, 3) acknowledging new learning, and 4) making generalizations based on the data.	<p>Students will be able to analyze data and weigh evidence for claims about how historical atrocities are similar.</p> <p>Students will be able to analyze data and weigh evidence for claims about how historical atrocities are unique and distinct.</p> <p>Students will be able to make generalizations and refer to data that substantiates claims about the factors that enable atrocities to occur in society.</p>

Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
Lesson #2 cont.		<p>Students will be able to use data to explain how the values and beliefs of important people and society influence the analysis of and response to challenges and perceived problems.</p> <p>Students will be able to use data to explain how institutions, philosophies, and ideologies shape history through their contributions to key events.</p> <p>Students will be able to list some of the short- and long-term effects of the historical atrocities studied.</p>
<p>Lesson #3: Are Atrocities Unfolding Today?</p> <p><i>Two 50 minute class periods, depending on desired depth of coverage</i></p>	<p>The students analyze a current social trend--disability selective abortion--and referencing their knowledge from studying historic atrocities, answer the question "Are atrocities unfolding today?"</p>	<p>Students will be able to formulate educated predictions about disability selective abortion.</p> <p>Students will be able to read, organize, analyze primary and secondary sources about disability and disability selective abortion.</p> <p>Students will be able to engage in historical inquiry to collect, organize, analyze, the impact of science and technology on disability and disability selective abortion.</p> <p>Students will be able to use information to explain how biases, stereotypes, values, and beliefs of individuals and societies promote disability selective abortion.</p>

Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p>Lesson #4: Disability Selective Abortion</p> <p><i>Two 50 minute class periods, depending on desired depth of coverage</i></p>	<p>Students learn about a national effort to eradicate Down syndrome through disability selective abortion. They consider the role of values and beliefs in making this practice widespread, relying on data from news coverage.</p>	<p>Students will be able to analyze the contemporary practice of disability selective abortion using a variety of different sources (interviews, news stories, social media, and other documentation) and evaluate various interpretations of disability selective abortion to develop an interpretation supported by evidence.</p> <p>Students will be able to determine whether atrocities continue to occur at the present time in history by comparing and contrasting disability service abortion with historical atrocities.</p> <p>Students will be able to identify the consequences of science and technology on individuals and societies, and consider the ethical issues they raise, especially as they relate to historical atrocities.</p> <p>Students will be able to understand the complex characteristics of historical atrocities and create an effective argument that accurately references them.</p> <p>Students will be able to use credible resources to support an argument.</p>
<p>Lesson #5: Persons with Disability as Gift</p> <p><i>Two 50 minute class periods, depending on desired depth of coverage</i></p>	<p>Students will engage with primary sources that present new perspectives on disability: persons with disability as gift. Students will use critical thinking skills to compare and contrast the values and beliefs held by different groups about DSA, consider what makes a society humane, and contemplate what kind of society they want to live in.</p>	<p>Students will be able to organize and analyze the different perspectives on the impact of science and technology expressed in Lesson #4 and Lesson #5, and speculate about what this says about modern values and beliefs.</p> <p>Students will be able to analyze and evaluate the effects that science and medical technology have had for persons with Down syndrome.</p> <p>Students will be able to imagine how people who view disabled persons as a “gift” would answer the question, “What kind of society do we want to live in?”</p>

Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p>Lesson #6: Making a Difference Through Awareness and Activism</p> <p><i>One 50 minute class period with a 60 minute Homework assignment</i></p>	<p>Students will consider how concerned individuals can influence change on social issues through awareness raising and activism. They develop a more sophisticated understanding of activism by considering how it differs from a false form of activism called “slacktivism” and consider how activism has the potential to either prevent or promote the perpetration of an atrocity. The students identify a current social issue that concerns them and develop the plan for an awareness campaign that might make others aware of the issue and inspire them to activism.</p>	<p>Students will be able to name some of the differences between activism and slacktivism, specifically in their inputs and outputs.</p> <p>Students will be able to identify a social justice issue of concern to them and develop a plan for raising awareness in relation to this issue.</p> <p>Students will be able to speculate about the beliefs and values other people hold and think about how an awareness campaign could be tailored to address them.</p> <p>Students will be able to apply knowledge gained in the unit to a realistic scenario.</p>

Pre-Instructional Resources

- ◆ Prior to beginning this unit, the teacher may want to send home the **Parent Letter** explaining the rationale for the unit.
- ◆ About a week before beginning this unit, the teacher should conduct the **Unit Pre-assessment** and the **Student Safety Survey**.



Lesson #1:

Learning about Historical Atrocities

Lesson #1 Overview

Curriculum Area: Social Studies

Time Requirement: Two 50 minute class periods with 20 minutes of homework

Resources Required:

- ◆ Historical Atrocities Unit Pre-assessment
- ◆ Historical Atrocity Hypothesis Worksheet
- ◆ Lesson #1 Research Worksheet
- ◆ Lesson #1 Instructions for Multimedia
- ◆ Historical Atrocity Comparison Matrix
- ◆ Historical Atrocity Group Presentation Rubric
- ◆ Lesson Objectives (if desired) Displayed on the board or projected on a computer screen.
- ◆ Lesson Steps (if desired) Displayed on the board or projected on a computer screen.

Lesson Description: Working together in groups, students engage in historical research as they explore the question, “How do historical atrocities happen?” In order to do this, they will research a historical atrocity. After formulating a hypothesis, students will access curated primary and secondary sources to gather information about their assigned event. In doing so, they will have to identify, analyze, and interpret various social, political, and philosophical developments which contributed to the historical atrocity. Student groups will also have to develop an educational tool to teach their classmates about their event.

Objectives:

Students will be able to:

- ◆ read and synthesize primary and secondary sources on large-scale historical atrocities (e.g. genocide).
- ◆ support their interpretation of historical events with material from primary and secondary sources.
- ◆ explain the details of a particular historical atrocity to their peers using oral and multimedia presentations.

Instructional Model: The structured Inquiry Model¹ allows students to engage in the same process historians use to make sense of history, historical inquiry. Using this model will support students as they explore the question, “How do historical atrocities happen?” Students will work in groups that leverage their abilities as they simultaneously develop their cognitive process skills and become proficient in various social studies standards. During the inquiry, students will make use of a critical thinking tool called a “comparison matrix.”

¹ Kilbane, Clare R., and Natalie Milman. *Teaching Models: Designing Instruction for 21st Century Learners*. Boston: Allyn & Bacon, 2013.

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

Time	Phase	Summary	Student Work	Teacher Notes
n/a	Preparation	Teacher prepares for the unit and organizes materials.	◆ Complete Historical Atrocities Unit Pre-assessment .	<ul style="list-style-type: none">◆ Teacher should conduct Historical Atrocities Unit Pre-assessment and Student Safety Survey.◆ Teacher may make modifications to the unit in response to students pre-assessment and survey data. Suggestions are in the Lesson #1 Instructional Prices.◆ Teach should make sure groups will be able to access the curated resources on their topic.◆ Teacher group students based on research preferences, skill-level, experience, ability to handle unsettling topics, group dynamics, and unique personalities. <i>(Note: Depending on class size, there are likely to be multiple groups for each topic. See Lesson #1 Flowchart for how to coordinate this.)</i> Each group should not exceed five students; four is preferable.◆ Print one Historical Atrocity Hypothesis Worksheet for each group and one Lesson #1 Research Worksheet for each student.◆ Teacher creates a shared document with the Historical Atrocity Comparison Matrix in it and ensures the students will be able to access it on devices during the lesson.
15 minutes	Lesson Introduction	Teacher introduces the overall scope of the first two lessons in the unit and the content and procedure of Lesson #1.	◆ Students solicit any clarifying questions and respond.	<ul style="list-style-type: none">◆ Teacher tells students that they will be studying the conditions that allow historical atrocities to occur.◆ Teacher explains Lesson #1, part 1 involves groups researching and compiling data on a historical atrocity. Lesson #1, part 2 involves groups teaching the rest of the class what they learned. Lesson #2 involves analyzing historical atrocities by looking for similarities across situations.◆ Teacher offers a definition of “historical atrocity” based on students’ responses to pre-assessment question #2, and based on their examples (and non-examples). Teacher distinguishes between large-scale historical atrocities (those addressed in the unit) and those that aren’t large-scale (a one-time historical event, such as the World Trade Center Attacks.)◆ Teacher informs students that they will be studying some upsetting events.

Lesson Summary cont.

Time	Phase	Summary	Student Work	Teacher Notes
10 minutes	Hypothesis	In groups, students consider the factors they think allow atrocities to occur and develop a working hypothesis. They write it down to refer to in Lesson #2.	<ul style="list-style-type: none">Students share and discuss the ideas in their pre-assessment about factors that contribute to atrocities and create group hypothesis.	<ul style="list-style-type: none">Teacher provides students the Historical Atrocity Hypothesis Worksheet and collects it when students have completed it.
30-40 minutes Students may need additional time or may be asked to complete this phase for homework.	Research Phase 1	Students conduct research using curated resources provided by their teacher to respond to the questions on Lesson #1 Research Worksheet.	<ul style="list-style-type: none">Students move into assigned groups and begin research, using the curated resources.As they research, students complete Lesson #1 Research Worksheet.	<ul style="list-style-type: none">Teacher hands out Lesson #1 Research Worksheet.Teacher announces group assignments and topics.Teacher explains that students will spend 30-40 minutes researching their assigned topic, using their curated resources.
50 minutes	Research Phase 2	Students collaborate to synthesize their data and enter it into the comparison matrix. They also refer to presentation guidelines that challenge them to address social studies standards in their preparation of multimedia and oral presentations about their assigned atrocity.	<ul style="list-style-type: none">Students synthesize and consolidate information to fill out Historical Atrocity Comparison Matrix. (Note: If there are two groups researching the same topic, the groups should come together to fill out the Historical Atrocity Comparison Matrix. Refer to the Lesson #1 Flow Chart)Students enter their data into the Historical Atrocity Comparison Matrix.	<ul style="list-style-type: none">Teacher hands out Lesson #1 Instructions for Multimedia Presentation.Teacher answers questions and responds to difficulties students may have related to the multimedia presentation or assignment.Teacher ensures students know how to access the shared document with the Historical Atrocity Comparison Matrix.

Lesson Summary cont.

Time	Phase	Summary	Student Work	Teacher Notes
			<ul style="list-style-type: none">◆ After entering data, students create a simple multimedia presentation using a media platform, (i.e. Glogster, Padlet, PowerPoint, Prezi, etc.) or standard poster. This will aid their oral presentation.• Students use Lesson #1 Instructions for Multimedia Presentation.• Students will also make notes for their oral presentation and will want to consult the Historical Atrocity Group Presentation Rubric as they prepare.	
10 minutes	Hypothesis	In groups, students consider the factors they think allow atrocities to occur and develop a working hypothesis. They write it down to refer to in Lesson #2.	<ul style="list-style-type: none">◆ Each group presents their multimedia presentations and the key information about their historical atrocity.	<ul style="list-style-type: none">◆ Teacher evaluates student presentations based on the Historical Atrocity Group Presentation Rubric.
30-40 minutes Students may need additional time or may be asked to complete this phase for homework.	Research Phase 1	Students conduct research using curated resources provided by their teacher to respond to the questions on Lesson #1 Research Worksheet.	<ul style="list-style-type: none">◆ Students move into assigned groups and begin research, using the curated resources.◆ As they research, students complete Lesson #1 Research Worksheet.	<ul style="list-style-type: none">◆ Teacher ensures that students can gain access to Lesson #1 Homework and the Historical Atrocity Comparison Matrix.

Lesson #1 Instructional Guide: Procedural Notes

Using Pre-assessment Data

The teacher will want to administer the pre-assessment and survey prior to the beginning of the lesson. It is often helpful to allow time between the administration of these materials and the actual implementation of the unit so that time is available to interpret and use the information the students have shared.

The pre-assessment data will provide the teacher with an idea of how much the students already know about atrocities. From this information, the teacher will know what must be taught to bring students “up to speed.” The teacher will also know if there is information that can be brought to enrich the lesson.

In Lesson #1, the teacher will present students with a definition of historical atrocity. As the teacher plans for this lesson, he/she will want to consult the pre-assessment data to consider the definitions the students have shared in comparison with the following definition:

*A **historical atrocity** is a large-scale, long-term, historic occurrence systematically perpetrated by individuals in a powerful group against individuals in a marginalized one, involving crimes and other evil acts which range in number, severity, and scale including, but not limited to: killing, violence, and prolonged unjust treatment.*

When sharing this definition with the class, the teacher may want to acknowledge ideas that were “on the mark” in the pre-assessment and illuminate misconceptions or wrong ideas about what an atrocity is. As he/she defines atrocities and explains what will be studied, the teacher should clarify that mass atrocities will be the focus of this unit, rather than a singular atrocious event (e.g., World Trade Center Attacks, Pearl Harbor, etc.)

In the pre-assessment, students will indicate the top two topics they would like to study. The teacher will use this information, along with other information about the unique personalities and needs of the students to formulate the groups.

Modification:

For example, the teacher may find out that some students know about the Rwandan genocide because they read a book by a survivor of this genocide in English class. It might be an effective modification to let the students draw on their existing knowledge of this atrocity to complete the comparison matrix.

Student Safety Survey

The details of history are often shocking and upsetting. In an upper-level history class, most students will have become desensitized but some may not and still experience difficult emotions when they learn about mass-killings, murder, and other horrific events. Because grappling with the negative aspects of humans and societies is an important component of the study of history for all students, the teacher will want to make some modifications if student data from the Student Safety Survey suggests it is appropriate.

One modification that will support a student who has concerns about studying death and shocking violations of human dignity would be to let them choose the atrocity that would be least difficult for them. For example, a student who might experience discomfort looking at the photo essay revealing the conditions of the institutions where adults with developmental disabilities were confined may find it easier to study the Irish Potato Famine. Another modification that can be made would be to allow sensitive students to opt out of looking at the visuals presented in the group multimedia presentations in Lesson #1. These students could be seated where the visuals are not visible or do another assignment during the group presentations.

Because reading about details is often easier for sensitive students than hearing and seeing them (because a reader's own imagination is limited by their scope of experience) these students may wish to go to another space in the school (library media center/computer lab) during the presentations, and read the details of the comparison matrix instead. If time permits, they may even be able to get started with the analysis of the data and give the class a "jump start" on Lesson #2.

In the pre-assessment the students who think they will have difficulty studying the topics in the unit may also provide reasonable suggestions of what the teacher might do to support them in the activity. Often these students have been managing their sensitivity across many educational and life experiences for a long time. It is likely they will have developed some strategies for coping and will appreciate the teacher's awareness and offer to help.

Introduction

The teacher explains to the students that they will be engaging in an Inquiry Model lesson that extends across the first three days of the unit. They will be making a hypothesis and then doing research with curated resources (primary and secondary source materials) prepared by the teacher. These resources can be found online. Groups will explore different atrocities using curated resources and compile what they learn in the comparison matrix. Their research will be guided by the **Lesson #1 Research Worksheet**. The teacher will tell them that the information they discover will be used to create a multimedia and oral presentation that will be shared with the class. They will also input the information in a shared document that will be analyzed in Lesson #2 with a critical thinking tool called a "Comparison Matrix."² It may help students to know that using this model will allow them to compare information over time and space to make generalizations and distinctions about historical events occurring between the 16th and 20th centuries.

The teacher will then explain that their inquiry will attempt to answer the question "How do historical atrocities occur?" Students will need to know how the teacher defines historical atrocities. The teacher will want to share the following definition with the students (working with details from the pre-assessment as appropriate).

Historical Atrocity

*A **historical atrocity** is a large-scale, long-term, historic occurrence systematically perpetrated by individuals in a powerful group against individuals in a marginalized one, involving crimes and other evil acts which range in number, severity, and scale including, but not limited to: killing, violence, and prolonged unjust treatment.*

*It is also important to share these **critical attributes**. An atrocity is (1) significant, (2) systematic, (3) oppression and/or elimination, (4) involves a group of people with a similar characteristic or characteristics, (5) the characteristics are perceived as negative by the dominant culture (the group with power) and 5a) these characteristic(s) considered negative may be one a group chooses (i.e., religion) or one they don't choose (i.e., race).*

Supporting Students:

The teacher should tell students that some students may be more affected by this more than others, and must be respectful of one another's differences and needs. In their presentations, students should communicate with tact as they discuss the details of history which are sometimes shocking and should be especially careful not to sensationalize oppression, murder, and other violent acts. If students feel overly uncomfortable with what they are reading, they should feel free to consult the teacher about it.

² Kilbane, C.R. (2018). *The 4Cs: Understanding 21st century skills in the light of faith- Critical thinking*. Washington, D.C.: National Catholic Education Association.

The teacher will want to explain that students will be working in groups based on the input shared in the pre-assessment.

The teacher may then want to display the **Lesson #1 Flow Chart**:

The teacher can then divide students into groups he/she determined prior to the lesson beginning. The groups will divide up into areas (perhaps in other spaces in the school, such as the media center, if the classroom is not conducive to group work). Students will need to be able to access the following materials:

- ◆ Historical Atrocity Hypothesis Worksheet
- ◆ Lesson #1 Research Worksheet
- ◆ Lesson #1 Instructions for Multimedia
- ◆ Historical Atrocity Comparison Matrix
- ◆ Historical Atrocity Group Presentation Rubric

They will also need access to the curated resources for their particular historical atrocity. These are available here:

- ◆ Irish Potato Famine
- ◆ Eugenics
- ◆ Internment of Japanese Americans
- ◆ Institutionalization of Individuals with Developmental Disabilities

Teachers will also want to review the Curated Resources Teacher Notes.

Hypothesis

During this stage the students can be encouraged to share the hypothesis they developed during the pre-assessment. The teacher may want to make the students' pre-assessments available to them in the event they cannot remember what they wrote.

The students should be encouraged to listen to one another and to combine their ideas if this seems appropriate. They should be reminded of how much people can benefit from working together.

Historians often work in groups to approach historical analysis with greater impact.

Developing a hypothesis engages the group in determining whether they were “correct” or not. In addition to building engagement and interest in the unit, developing a hypothesis challenges the students to look at the primary and secondary sources differently. They begin to understand that during the inquiry they are using the same methods as historians to examine their educated guesses about the factors that influence history.

Research Part 1

During this portion of the lesson, the students will work in their groups to gather data that allows them to later answer the question “How do historical atrocities happen?” Groups will explore different atrocities using curated resources and compile what they learn in the comparison matrix.

Depending on how many students are in the classroom, the teacher may need to assign more than one group to a particular atrocity. If there is more than one group focusing on a topic, the teacher should decide the extent of their collaboration. They may wish to work together to prepare their presentations or prepare two separate ones, however, they will combine their research on their topic and work together when entering their data in the **Historical Atrocity Comparison Matrix** during the second half of the lesson. See **Lesson #1 Flow Chart** for clarification.

The teacher will want to ensure that the students stay on task, can access the materials, and get any questions they may have answered. It may be that the students have difficulty finding the information they need in the resources provided. The teacher can point out where it may be found if they are having difficulty. If students run out of time to respond to all parts of the worksheet, the teacher can supplement this for them by providing additional information. As the students work, they will respond to the prompts on the **Lesson #1 Research Worksheet**. These prompts help them identify important information in the curated resources about their particular atrocity.

They will summarize or abbreviate this information so that it can be entered into the comparison matrix. They can then reference both the worksheet and matrix to prepare their oral presentations and multimedia materials.

In classrooms where technology access is available to students, the teacher may want to make the Lesson #1 Worksheet available to the students in an electronic document. This will make it easier if more than one group of student is studying the same historical atrocity.

Differentiation:

Depending on the students, the teacher may want to provide additional instructions for how to divide up the research tasks among members of the group. He or she may wish to divide up the questions on the Lesson #1 Research Worksheet. It may help students to also receive suggestions from the teacher about how much time to spend responding to each portion of the worksheet.

Research Part 2

During this portion of the lesson, the students will work together to analyze what they have learned about their atrocity. This is when the teacher circulating in the classroom can engage with the students and promote their analysis of what they have read, seen, and heard. The questions the teacher asks the students should focus around the Lesson #1 Research Worksheet. The students should be asked to clarify, summarize, justify, and substantiate their ideas based on the primary and secondary resources.

At this point, it can help the students if the teacher asks them if their hypothesis was correct. For example, if a student said they “thought atrocities were perpetrated because some people were evil,” the teacher will want to ask them are they seeing evidence of that in the materials. If so, what? They may want to promote conversation in the group by following-up saying, “Do all group members agree?”

Getting students to “unpack their assumptions” and also “justify their claims with evidence” will allow more effective addressing of the standards for the lesson.

The teacher may also want to ask students to share what they find interesting or new in the information they are studying. She or he might ask, “Do you enjoy digging into history?” The teacher may also want to ask how the students are benefiting from studying primary documents sharing details about their assigned atrocity. The students for example may say that this process has allowed them to discover that their initial ideas about historical events are actually different now that they have engaged with more materials that share what really happened.

The teacher will want to remember that some students may have indicated they will experience discomfort exploring the atrocities. Care should be taken to ensure that the students are able to get the support they need to be successful.

Completing the Historical Atrocity Comparison Matrix

Once the students have completed the research worksheet, they will need to enter their data into the Historical Atrocity Comparison Matrix. The worksheet prompts compare with attributes that are listed down the left-hand side of the matrix. Students should easily see where to transfer their data. However, they may need to be prompted to abbreviate and limit the amount of data they enter into the matrix. This is because reading lots of data in the matrix will make it harder to interpret and think about. Shortening their data entries will perhaps involve summarizing, or making decisions about what data is most important to include.

The matrix is most easily completed by the students if they can access it in a shared document via a link from multiple laptop devices. In this way, each student group could simultaneously enter their data. If this method is not possible, the teacher could make an electronic copy of the matrix accessible to students on a stand-alone computer. The groups could take turns inputting their data from the worksheet into the matrix until each row and column of the matrix is complete.

The teacher would then display one version of the data on a projected computer during the next lesson.

Presentation

Classroom presentations are a common educational strategy and most classroom teachers have a preferred method of facilitating them. Important in this particular case is that presentations should be moderated so that all groups receive the same amount of time. Equal coverage of all the atrocities is essential to the ultimate success of the lesson. Students should learn about each atrocity in particular but this learning will be most valuable (within the context of the unit) in how it helps the students identify trends and patterns across all the atrocities studied-- or atrocities in general.

Teaching Emotional Intelligence:

During the presentations, the teacher will want to remind the students to be sensitive to the upsetting nature of the content and realize that peers may feel uncomfortable if graphic images and expressions are shared. This is a great time to coach students that good presenters respond to their audience and pay attention to body language and other cues. If a classmate looks upset, the presenter might want to respond by softening language or clicking quickly through a slide in a PowerPoint. The teacher should also feel free to intervene.

As students are presenting, the teacher will want to evaluate them using the **Historical Atrocity Group Presentation Rubric**.

Closure

The students should be given positive and constructive feedback about their presentations. The teacher may want to point out the benefit of having each group make a contribution to the class understanding of history.

It would also be helpful for the students to be reminded of the benefit of their teamwork and how more work could be accomplished by a coordinated study of various topics.

The teacher will want to make sure that the students can access the homework (hard copy or shared document) and comparison matrix outside of class.

The teacher will want to ensure that the data in the matrix is accurate and complete and as succinctly worded as possible before students review it for homework.

The students should complete the **Lesson #1 Homework** which requires accessing and reading the comparison matrix before the next class session.



Lesson #2:

Analyzing Historical Atrocities

Lesson #2 Overview

Curriculum Area: Social Studies

Time Requirement: One or two 50 minutes classes periods

Resources Required:

- ◆ Student access to the Historical Atrocity Comparison Matrix from Lesson #1
- ◆ Printed version of the learning objectives (if desired)
- ◆ Writing materials for student notes/observations (if needed)

Lesson Description: The teacher guides students in the analysis of data which appears in the comparison matrix.³ In so doing, they identify similarities and differences in historical events and recognize and make generalizations about historical atrocities. They begin to identify the social factors that make it possible for great evil and injustice to occur. The students determine to what extent their initial hypothesis about how atrocities happen was correct and refine their thinking.

Objectives:

Students will be able to:

- ◆ analyze data and weigh evidence for claims about how historical atrocities are similar.
- ◆ analyze data and weigh evidence for claims about how historical atrocities are unique and distinct.
- ◆ make generalizations and refer to data that substantiates claims about the factors that enable atrocities to occur in society.
- ◆ use data to explain how the values and beliefs of important people and society influence the analysis of and response to challenges and perceived problems.
- ◆ use data to explain how institutions, philosophies, and ideologies shape history through their contributions to key events.
- ◆ list some of the short- and long-term effects of the historical atrocities studied.

Instructional Model: Use of the comparison matrix strategy⁴ will promote the development of students' critical thinking skills and a recognition of important events in human history. Analyzing the comparison matrix the students completed during Lesson #1 will allow them to gain deeper understanding of specific historical events that have shaped human history and an awareness that the perpetration of atrocities is a persistent feature of society.

³ Kilbane, C.R. (2018). *The 4Cs: Understanding 21st century skills in the light of faith- Critical thinking*. Washington, D.C.: National Catholic Education Association.

⁴ Kilbane 2018.

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

Time	Phase	Summary	Student Work	Teacher Notes
n/a	Preparation	Teacher prepares materials for the lesson and anticipates its progression.		<ul style="list-style-type: none">Teacher reviews the materials in the comparison matrix and anticipates the course of the student analysis.Teacher will prepare questions that stimulate student engagement and higher-level thinking.The teacher may want to review the teacher Lesson #2 Instructional Guide to anticipate potential student responses.
10 minutes	Lesson Introduction	Teacher explains how students will create new understanding of how historical atrocities occur based on an analysis of the data they have compiled in the comparison matrix. Using real data adds to the validity of what they discover.	<ul style="list-style-type: none">The students will listen and ask clarifying questions.	<ul style="list-style-type: none">Teacher will explain the different steps of the comparison matrix activity and explain that by the end, they will confirm/refute their hypothesis and understand the factors that affect the perpetration of historical atrocities.
15 minutes	Noticing similarities	Teacher leads students through an analysis of the similarities they see when comparing different aspects of the data in the comparison matrix (moving from left to right) and asks students to refer to specific data to justify their claim.	<ul style="list-style-type: none">Students explain similarities in the content studied and substantiate their ideas using data from the comparison matrix.	<ul style="list-style-type: none">Teacher asks students to explain differences.Teacher asks questions designed to probe ideas more deeply.Teacher challenges students to base claims on data with specific references.
15 minutes	Acknowledging new learning	Teacher leads the students to reflect on the first two lessons and new insights gained.	<ul style="list-style-type: none">Students respond to the unit thus far with new insights and understandings.	<ul style="list-style-type: none">Teacher asks the students to think about and explain any new insights from Lesson #1 and Lesson #2 so far.
10 minutes	Formulating generalizations	Students make overarching generalizations about the factors that foster historical atrocities.	<ul style="list-style-type: none">Students suggest generalizations about the role of ideology, philosophy, propaganda, technology, science, and the values and beliefs in society based on what they have learned through analysis of the comparison matrix.	<ul style="list-style-type: none">Teacher explains the benefits and disadvantages of generalizations-that they help to make sense of history but are not necessarily accurate for every instance of history.

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
	<i>Closure</i>	Students reflect on the value of the process of historical inquiry by comparing their hypotheses to the their new understandings.	<ul style="list-style-type: none">◆ Students offer comments about and reflect on what it was like to engage in the process of historical inquiry and the benefits is produces.	<ul style="list-style-type: none">◆ Teacher reminds students that at the beginning of Lesson #1 they hypothesized about the causes and factors of a historical atrocity. Now students have the opportunity to compare what they learned to what they thought.◆ Teacher has students evaluate the process of historical inquiry by asking, “How is our statement about historical atrocities more valid and reliable than your initial hypotheses? What did we do in our historical inquiry that refines our hypothesis and makes it more accurate?”

Lesson #2 Instructional Guide: Procedural Notes

Introduction

The teacher will remind the students that the purpose of Lesson #1 was to learn about specific historical atrocities and ask the students what they remember about Lesson #1. The teacher will remind the students that the purpose of Lesson #1 was to learn about specific historical atrocities and ask the students what they remember about Lesson #1.

Then, the teacher will announce that today's lesson is designed to help the students make sense of historical atrocities as a larger phenomenon—a type of event that has happened in different ways at different times in different societies over all of human history. The teacher will explain that they will analyze the data in the comparison matrix to: a) identify similarities between these atrocities, b) distinguish their differences, c) note any new knowledge acquired, and d) form broad generalizations about atrocities as a historical phenomenon.

Noticing Similarities

The goal will be to guide the students as they identify the similarities or aspects the atrocities have in common. It will be easier for the students to do this if they have reviewed the data in the comparison matrix for homework and completed the **Lesson #1 Homework**. It will also facilitate the finding of similarities if they can see the data up close.

As students take turns sharing their observations, the teacher will want to record their ideas in writing for all to see. They may wish to do this on a projected computer screen or on a blackboard. The idea would be to keep record of the similarities that are noted. An example of some of the similarities students may find is included below:

Similarities that may be noted include:

- ◆ In each atrocity there is a group with power and a marginalized group
- ◆ In each atrocity individuals are marginalized or made less human than the group with power.

- ◆ The group with power has a motivation to stay in power and the harmful actions they take help them stay in power.
- ◆ The group with power does something (though different things) that is evil.
- ◆ It is never good to be the marginalized person.
- ◆ Science and technology often play a key role and are utilized to justify actions taken by those with power.
- ◆ Money or an economic outcome is usually important in an atrocity (though in different ways).
- ◆ A particular “good” in the opinion of the powerful is always the motivation used to justify the ends.
- ◆ The events (i.e., potato famine) and ideas (i.e., the civilized and higher class people are more important than poor uneducated) of a particular time always influence the atrocity in a unique way.
- ◆ Propaganda and other cultural means are utilized to make atrocities acceptable or even “beneficial” to an individual, society, etc.
- ◆ Technology functions in most atrocities.

As the students share their observations, the teacher should offer specific affirmations that recognize the careful analysis of details, the artful synthesis of data about various atrocities, and the clear articulation of ideas.

Noticing Differences

During this stage, the goal is to acknowledge the unique aspects of the atrocities that have been studied. It may be that some of these differences are noted while students share their similarities during the previous step. As students respond, it will help all members of the class if answers are elaborated upon and substantiated with data from the matrix.

Some of the differences to be shared may include the following:

- ◆ Those who are marginalized in each atrocity have different characteristics—for example, those of African ancestry, those with mental illness, those who were poor and uneducated.
- ◆ In each atrocity, the group of people in power (and their characteristics) is different. For example, sometimes they're organized as an official group (state/federal government) and sometimes they're a particular class of people (wealthy landowners).
- ◆ In each atrocity, the actual evil or harmful acts conducted are different. For example, forced removal, sterilizing people, not feeding people.
- ◆ The magnitude of the harmful acts is different.
- ◆ The number of people actually affected by each atrocity is different.
- ◆ The long-term legacy is different.
- ◆ The historical factors contributing to the atrocity are unique to each time period—the combination of them seems to contribute uniquely to the atrocity of the time. For example, the potato famine occurred at a time when the financial benefits of agricultural export for Ireland were more valuable than the human capital of the Irish peasant.

Acknowledging New Learning

As students engage with the data in the comparison matrix, they often gain newer, deeper, more nuanced understandings of topics they have studied previously. At this stage, it is helpful to heighten the students' awareness of this fact. The teacher may simply ask, "As we've examined the data in this matrix and reconsidered historical events, have you acquired any new understandings? Are there any new ways you think about the information you've examined?" Some understandings may include:

- ◆ Eugenic practices affected groups who were marginalized during other atrocities (African Americans, those with disabilities).

- ◆ We did not know that people with disabilities were called idiots and institutionalized.
- ◆ I did not realize that the Cherokee Nation won their case in the Supreme and were still forced off their land.
- ◆ I did not realize that the Supreme Court said a state could mandate sterilization of certain individuals.
- ◆ I did not realize that slaves included other non-Caucasian people like American Indians.
- ◆ People with power have been able to do a lot of terrible things to other people (and groups of people).

Formulating Generalizations

During this step, the students should be encouraged to make some broader, overarching statements about what they have learned while analyzing the data in the comparison matrix. When a person makes a broad, general statement about a general phenomenon based on patterns they have observed (such as similarities) across multiple "cases" (atrocities) these are called "generalizations." The teacher will want to make sure his or her students understand that generalizations are not facts and that they may not hold true in every single case. Additional investigation would be required to verify whether their generalizations hold true for ALL atrocities. As it would be impossible to analyze every single atrocity ever happening in history, students must acknowledge the limitations of their generalizations. It is hoped that formulating generalizations about the atrocities in this unit will help students feel less confused about the events of history and better able to address unfolding atrocities that occur during their lifetime.

Differentiation:

During students' sharing of generalizations, the teacher may want to use a strategy that provides peer support. "Think-Pair-Share" is a strategy that works well. It has three steps 1) Students consider the question, "What generalizations can we make based on the data about atrocities?" by themselves; 2) Students partner with a classmate and discuss the ideas they thought about; 3) The class has the pairs take turns sharing aloud their discussions.

Students' wording or verbal descriptions in their generalizations may be awkward. This is to be expected as the students are creating (and expressing) new, unique understandings of history rather than simply repeating information their teacher has already put into words for them. The teacher can help the students by offering them words to explain what they see but should be careful to retain fidelity to an individual student's ideas. Once the phrasing of the generalization is refined, the teacher should record it--ideally in a manner where it is visible to all the students in the class (on the board, in a shared document, etc.)

The teacher may ask the following question to get the generalizations started, "Based on our analysis of the comparison matrix, what can we say we have observed about atrocities based on those which we have considered?" It may help for the teacher to give an example of a generalization (or two) that might be made and thus model the activity the students are being expected to perform.

Some generalizations that the students might state include:

- ◆ Atrocities are horrible for individuals but have a long-standing impact of families, communities, and all of society.
- ◆ Atrocities have happened throughout history.
- ◆ The factors resulting in an atrocity seem to be similar across each example we studied (limited resources, economic hardships, desire for material comfort, success, survival, power).
- ◆ Both individuals and groups of individuals are complicit in an atrocity happening.
- ◆ An atrocity doesn't happen suddenly but rather it is a gradual unfolding--the passage of time seems to facilitate the "normalization" of something that would not be considered normal.
- ◆ The passage of time after an atrocity has occurred often makes it more apparent it was atrocious.
- ◆ A majority of people with power manage to talk themselves and others into accepting (being complicit) with an atrocity.
- ◆ Individuals are pressured to follow prevailing practices

(criticized as unenlightened if they dissent).

- ◆ Science and technology are used to justify the rightness and necessity of the atrocity.
- ◆ Technology and scientific processes are often used in ways that magnify and accelerate an atrocity.
- ◆ Technology and scientific processes are often embraced without question as the answer to social problems.
- ◆ Ideologies and philosophies are tied to values and belief. Overlapping aspects unite groups in power.
- ◆ Ordinary men and women are often complicit in historical atrocities.

As the students share their generalizations, the teacher can help students rephrase for greater clarity, justify their claims with examples/data from the matrix, correct erroneous generalizations, and affirm the contributions of individual students.

Closure

At this point, the students will benefit if their teacher can connect these new insights and understandings to the original definition of historical "atrocity." It is helpful for the teacher to display the definition for the students to see. Below is the original definition found on page 21.

Historical Atrocity

*A **historical atrocity** is a large-scale, long-term, historic occurrence systematically perpetrated by individuals in a powerful group against individuals in a marginalized one, involving crimes and other evil acts which range in number, severity, and scale including, but not limited to: killing, violence, and prolonged unjust treatment.*

*It is also important to share these **critical attributes**. An atrocity is (1) significant, (2) systematic, (3) oppression and/or elimination, (4) involves a group of people with a similar characteristic or characteristics, (5) the characteristics are perceived as negative by the dominant culture (the group with power) and 5a) these characteristic(s) considered negative may be one a group chooses (i.e., religion) or one they don't choose (i.e., race).*

Then the teacher can ask, “Does this definition correspond with what we learned in our analysis of the comparison matrix? What aspects do we see reflected in our data? Are there any differences? Are there ideas that we should add to the definition?” In response, the students may want to give examples of how an atrocity was systematic (e.g., institutionalization involved legislation that was coordinated across states) or which groups of people were oppressed/harmed (developmentally disabled, poor/uneducated). The students may also want to add observations they made about the role of important people, ideologies, philosophies, science, and technology.

During the lesson closure, the students may also want to add additional details to the definition of a “historical atrocity.” For example, the students might want to add that the perpetrators of a particular atrocity share a set of values and a “worldview” that allow them to justify oppression of others. They might also include that the effort to address certain the economic or social goals of a particular historical context serves as one consistent cause of atrocity.



Lesson #3:

Are Atrocities Unfolding Today?

Lesson #3 Overview

Curriculum Area: Social Studies

Time Requirement: One or two 50 minute class periods with 20 minutes of homework

Resources Required:

- ◆ CBS Tweet “Iceland on pace to eliminate Down syndrome through Abortion”
- ◆ Lesson #3 Comparison Matrix
- ◆ Lesson #3 Comparison Matrix Answer Key
- ◆ Printed version of the learning objectives (if desired)
- ◆ Writing materials for student notes/observations (if needed)

Lesson Description: In this lesson, the students explore selected primary and secondary sources to learn more about disability selective abortion and consider whether it is an unfolding atrocity. First, they assume disability selective abortion is an atrocity and make predictions (based on knowledge gained in Lessons #1 and #2) about the evidence they would find through researching if it was. Then, they conduct research using curated resources to expand their understanding, taking notes in a comparison matrix. Finally, they consider the discrepancies they note between what they predicted and their findings, considering what disability selective abortion has in common with historical atrocities they have studied.

Objectives:

Students will be able to:

- ◆ formulate educated predictions about disability selective abortion.
- ◆ read, organize, analyze primary and secondary sources about disability and disability selective abortion.
- ◆ engage in historical inquiry to collect, organize, analyze, the impact of science and technology on disability and disability selective abortion.
- ◆ use information to explain how biases, stereotypes, values, and beliefs of individuals and societies promote disability selective abortion.

Instructional Model: The Inquiry Model⁵ will allow students to apply the process of historical inquiry to the issue of disability selective abortion. Repeating this model (used in Lesson #1) allows students to ask, “How can past atrocities help us make sense of disability selective abortion?” During this process, students will make predictions based on their conclusions from Lessons #1-2, using a modified “comparison matrix.”

⁵ Kilbane, Clare R. and Natalie Milman. *Teaching Models: Designing Instruction for 21st Century Learners*. Allyn & Bacon, 2013

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

Time	Phase	Summary	Student Work	Teacher Notes
n/a	Preparation	Teacher prepares materials, the lesson, and anticipates its possible progression.		<ul style="list-style-type: none">◆ Teacher reviews and consolidates the generalizations made by the class during the previous lesson to better understand students' current understanding of disability selective abortion.◆ Teacher reviews pre-assessments and safety survey, making any necessary modifications.◆ Teacher prints a copy of the Lesson #3 Comparison Matrix for each student.◆ Teacher ensures that students are able to access the curated resources on disability selective abortion.◆ Teacher makes sure to have available a copy of the comparison matrix on the classroom computer and projects it for the students to view.
10 minutes	Lesson Introduction	Teacher introduces the next phase of the unit, during which the class will inquire whether disability selective abortion constitutes an unfolding atrocity. The teacher reminds students that their analysis will reference the knowledge they gained about past atrocities during the first two lessons of the unit.	<ul style="list-style-type: none">◆ Students ask any clarifying questions.◆ Students analyze the CBS News tweet to decipher its meaning.	<ul style="list-style-type: none">◆ Teacher tells students that they will analyze a current social trend -- disability elective abortion and apply their knowledge about historical atrocities.◆ Teacher displays the CBS News tweet from 2017: "Iceland is on pace to virtually eliminate Down syndrome through abortion" and leads the students in a brief analysis. He/she will want to ensure students understand the meaning of the tweet.◆ Teacher emphasizes that it is easier to look back at history and identify historical atrocities, than it is to recognize them as they are unfolding in "real time."◆ Teacher may want to remind students of the definition of an atrocity.

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>15 minutes</i>	<i>Preparation</i>	Students are asked to assume that disability selection abortion is an atrocity. Given this condition, they are asked to use their knowledge of historical atrocities to predict the evidence they would find in the resources if it were one. The teacher asks students to share their predictions aloud and records them in a projected copy of the Lesson #3 Comparison Matrix .	<ul style="list-style-type: none">◆ Based on their understanding of historical atrocities, students record their predictions on their copy of the Lesson #3 Comparison Matrix.◆ Students share their predictions aloud.	<ul style="list-style-type: none">◆ Teacher explains that students will now verify and/or revise their predictions.◆ Teacher assists students and answers questions as needed.
<i>15 minutes</i>	<i>Discussion</i>	After students have completed researching and recording their findings, the teacher asks students to share their findings.	<ul style="list-style-type: none">◆ Students offer observations and key information they discovered during the research phase.◆ Students also fill in their matrix based on new information shared.	<ul style="list-style-type: none">◆ Teacher hands out Lesson #3 Comparison Matrix.◆ Teacher introduces the new comparison matrix. Teacher explains that the students will assume disability selective abortion is an atrocity and predict what evidence they would expect to find in selected resources if it were. They will record this in the left-hand column of the matrix.◆ The teacher will interact with students as needed to assist them in filling out their matrix.◆ The teacher will ask the students to share some of their predictions and records them in the class copy of the matrix. This matrix should be projected and visible to students.
<i>30 minutes</i>	<i>Research and look for evidence</i>	Using resources provided by the teacher, students research and learn about disability selective abortion using curated resources. They record their findings in the comparison matrix and then share their findings with the class.	<ul style="list-style-type: none">◆ Students work individually, in pairs, or in their research groups to review the resources provided by their teacher. They record their findings in the second column of the comparison matrix, “Research Findings.”◆ Students offer the observations and key information they discovered during the research phase.◆ Students also update their matrix based on new information shared.	<ul style="list-style-type: none">◆ Teacher assists students in noting differences and similarities.◆ Teacher reviews definition of a historical atrocity.

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>15 minutes</i>	<i>Verification</i>	The teacher will lead students in reviewing the comparison matrix and distinguishing between predictions and research findings. They will first look for similarities and then differences in the data. Then they will discuss this.	<ul style="list-style-type: none">◆ Students note similarities and differences in the data in the comparison matrix.	<ul style="list-style-type: none">◆ Teacher explains that students will now verify their predictions. This will involve identifying discrepancies between their predictions and the actual data.◆ Teacher asks students to report their findings. As they do so, the teacher records their input in the second column, "Research Findings" on the class comparison matrix.◆ Teacher may want to refer to the Lesson #3 Comparison Matrix Answer Key.
	<i>Closure</i>	After students have completed researching and recording their findings, the teacher asks students to share their findings.		<ul style="list-style-type: none">◆ Teacher assists students in noting differences and similarities.◆ Teacher reviews definition of a historical atrocity.◆ Teacher leads class in discussing whether the data suggests disability selective abortion has the characteristics of an atrocity.

Lesson #3 Instructional Guide: Procedural Notes

Introduction

This lesson marks a transition in the arc of the unit. The first learning sequence (Lessons #1 and #2) focused on researching and analyzing historical atrocities to understand how atrocities unfold, identify their common characteristics, and discover their distinct features. Now that students understand what constitutes a historical atrocity and the factors that contribute to them, they are to apply this knowledge as they consider whether the increasingly popular medical practice of disability selective abortion is an unfolding, contemporary atrocity.

At the beginning of class, the teacher displays the CBS News tweet from 2017: “Iceland is on pace to virtually eliminate Down syndrome through abortion,” and poses the following question, “In 50 years, will students study this tweet as a piece of propaganda for a historical atrocity of the 21st century?” Then the teacher allows students to consider this. At this point, the teacher should not ask students to make a determination as they have no evidence upon which to base their claim. They can simply consider it and be told that in this lesson they will research to acquire data that allow them to make a determination about this. The teacher may want to point out that they may already have an opinion on this question but that their opinion is different than the data.

Some students may need to receive some clarification of what this tweet means. The teacher may want to explain that unlike other diseases, Down syndrome can be treated but not eliminated. It is a disease caused by a genetic difference. The teacher may go on to elaborate that most diseases in our current era that are “touted” as being eliminated are caused by micro-organisms (i.e., bacteria) and we eliminate them by vaccinating people. Some examples would be polio and measles. The teacher should make a point to distinguish that Down syndrome is very different. Given the current scientific knowledge, it can only be eliminated by aiming at the death of the patient.

The teacher will explain that it is easier to look back at historical events and evaluate them than to see them when they are unfolding. He or she should remind students that at some point all historical events are contemporary ones. The teacher may want to share examples of more recent atrocities students identified in their pre-assessments. Next, the teacher explains that in this lesson, the students will apply their knowledge about atrocities to critically analyze whether disability selective abortion has the characteristics of an unfolding atrocity. They will use data from selected resources to ground their discovery in data.

Predictions

To get students started on their research task, the teacher will ask students to assume, for the purpose of the lesson, that disability selective abortion IS an atrocity. Now, they will make predictions, referencing their knowledge of historical atrocities, about what they would expect to find in curated resources if it has the characteristics of one.

Then, the teacher will tell the students how to find the curated resources they will use as they learn about and research disability selective abortion. The students can work individually, in pairs, or with their research teams from Lesson #1 to make their predictions. They should enter them in the left-hand column of the Lesson #3 Comparison Matrix. The teacher may want to remind the students of the benefits of working together and encourage conversation among students that makes their work better and more enjoyable. Students should be reminded that their predictions are not just guesses, they are educated ones that reference the knowledge they gained through their systematic inquiry in Lessons #1 and #2.

Research and look for evidence

In this step, the primary goal is for students to learn about disability selective abortion as it relates to the categories in the comparison matrix. These categories should be familiar to them and it will benefit them to apply them to a new topic.

The teacher can circulate in the classroom and assist any students who seem to be having difficulties understanding the task they are asked to perform or the text they are reading.

The students should find it easy to read through the curated resources they have been provided. Either printed copies or electronic links may be provided. There are many different strategies the teacher may want to encourage the students to use as they work to dig more fully and deeply into the information about disability selective abortion. The teacher may wish to divide up the class and assign the study of a subset of resources to certain students-making sure that 4-5 read each one. They may also suggest that students working in pairs could divide up their resources and then compare what they find. The teacher should feel free to incorporate any content-area reading comprehension tools such as anticipation guides or graphic organizers to facilitate students' work.

As they research, the students should record the information they learn in the second column of their copy of the comparison matrix in the column "Research Findings."

As in Lesson #1, students will gather information and data that will help them answer the question, "How can studying past atrocities help us make sense of disability selective abortion?"

Verification and Discussion

Once the time for researching using the curated resources has passed, the teacher assists the students in examining the data they have recorded in the comparison matrix. First, the teacher will want students to take a few minutes and review their own data. Then he or she will ask the students to share some of the findings they recorded in the right-hand column of the comparison matrix, "Research Findings." The teacher will record some of this data in the class copy of the comparison matrix that is projected for the students' viewing. The teacher may want to refer to the Lesson #3 Comparison Matrix Answer Key.

Next, the teacher will guide students in comparing the data in the left-hand column "Expected Findings" of the matrix and the data in the right-hand column "Research Findings."

It may be easiest if the review of the matrix moves from the first category to the last category. For example, the teacher might start by asking the question, "How does the definition we predicted of disability selective abortion, compare with the definition you found in the resources?" Later on, the teacher would ask, what did we predict about "How institutions, values, and beliefs shape people's acceptance of this practice? And what did we find?"

This process would continue through all the sections of the comparison matrix. As the teacher facilitates the discussion, the students should be asked to consider what characteristics disability selective abortion has in common with the atrocities they studied and if they note patterns in the data. The teacher will want to remind the students that the question they need to ask themselves as they go through this activity is, "Does the data indicate that disability selective abortion is an atrocity or not?"

Closure

The teacher can remind students of the definition of a historical atrocities and ask students if there is anything they would add based on their research on DSA. The students may find it helpful to go through each attribute in the definition of "historical atrocity" and identify corresponding details about disability selective abortion. The teacher may also ask, "Based on what you know, how is disability selective abortion similar to and different from past historical atrocities? Are there any differences? Are there ideas that we should add to the definition of historical atrocity based on our investigation of this medical trend?"



Lesson #4:

Disability Selective Abortion

Lesson #4 Overview

Curriculum Area: Social Studies

Time Requirement: One or two 50 minute class periods with 20 minutes of homework

Resources Required:

- ◆ CBS Tweet
- ◆ CBS News videos
- ◆ Iceland Video Worksheet
- ◆ Iceland Video Discussion Guide
- ◆ 8 sticky notes of one color and 1 additional sticky note of a different color (per student).
- ◆ Lesson #4 Homework
- ◆ Printed version of the learning objectives (if desired)
- ◆ Writing materials for student notes/ observations (if needed).
- ◆ Lesson #3 Comparison Matrix

Lesson Description: Students continue their study of disability selective abortion by watching two CBS News videos and exploring other resources for the purpose of understanding the complexity of historical atrocities. They will use critical thinking skills to examine resources that present information about this increasingly common medical practice. In doing so, they consider the relationship of these resources' to the historical atrocities they have studied as well as to the definition of this type of event. In doing so, students will analyze the complexity of atrocities as they unfold in "real time."

Objectives:

Students will be able to:

- ◆ analyze the contemporary practice of disability selective abortion using a variety of different sources (interviews, news stories, social media, and other documentation) and evaluate various interpretations of disability selective abortion to develop an interpretation supported by evidence.
- ◆ determine whether atrocities continue to occur at the present time in history by comparing and contrasting disability service abortion with historical atrocities.
- ◆ identify the consequences of science and technology on individuals and societies, and consider the ethical issues they raise, especially as they relate to historical atrocities.
- ◆ understand the complex characteristics of historical atrocities and create an effective argument that accurately references them.
- ◆ use credible resources to support an argument.

Lesson #4 Overview cont.

Instructional Model: This lesson uses the structured Inquiry Model⁶ and allows students to engage in understanding the current social trend of disability selective abortion. Using this instructional model will support students as they explore deeper questions that relate to the ideologies and philosophies surrounding disability selective abortion, the role of science and technology in this medical practice, and the influence of powerful institutions and individuals in promoting particular beliefs and values. During the inquiry, students will make use of a critical thinking tool called a “comparison matrix.”

⁶ Kilbane, Clare R. and Natalie Milman. *Teaching Models: Designing Instruction for 21st Century Learners*. Allyn & Bacon, 2013

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

Time	Phase	Summary	Student Work	Teacher Notes
DAY 1				
n/a	Preparation	Teacher prepares to introduce the next phase of the lesson.		<ul style="list-style-type: none">Teacher assures there are sufficient sticky notes for all students. They will need 8 of one color and 1 of a different color.Teacher prints one copy of Iceland Video Worksheet for each student.
10 minutes	Lesson Introduction and Instructions	Teacher introduces the next phase of the lesson during which students will examine more perspectives on DSA.	<ul style="list-style-type: none">Using their Lesson #3 Historical Matrix, students identify and summarize key information from Lesson #3. In their comments, students may spontaneously remark about the differences and similarities they note between their predictions and what they learned. This is a good indicator of student assimilation of the process of inquiry.	<ul style="list-style-type: none">Teacher posts the CBS News tweet again, and summarizes the major points of the unit so far, emphasizing the features of a historical atrocity.Teacher asks students to summarize yesterday’s material. Teacher will want to focus attention on the following items from the matrix:<ul style="list-style-type: none">How institutions, values, and beliefs of people or groups in power influence the societal acceptance of disability selective abortion.How the ideologies or philosophies of the current time period play a part in justifying the elimination of disabled children.How DSA is promoted and encouraged in society based on the evidence in the resources studied.How science or technology plays a part in the practice of DSA.Teacher tells students they will watch some of the 2017 CBS News coverage of that accompanying the tweet.
25 minutes	Videos	View CBS videos on the elimination of Down syndrome in Iceland. After watching the video, students should be able to summarize the position different people in the videos have in relation to the debate about DSA.	<ul style="list-style-type: none">Students ask any clarifying questions.	<ul style="list-style-type: none">On four sheets of chart paper or in four columns on the board, teachers displays the following questions numbered 1-4:<ul style="list-style-type: none">How do institutions, values, and beliefs of people or groups in power influence the acceptance of disability selective abortion?How do the ideologies or philosophies of our time period play a part in justifying the elimination of a disabled child?How is DSA promoted and encouraged in society?How does science or technology play a part in practice of DSA?

Lesson Summary cont.

Time	Phase	Summary	Student Work	Teacher Notes
				<ul style="list-style-type: none">◆ Teacher hands each student eight sticky-notes, and asks the students to two sets of four, numbered 1-4.◆ Teacher explains that as students watch each video, they will answer each of the four posted questions using the sticky notes. Students should also indicate the video source (Video #1 or Video #2) on each sticky note.◆ Teacher plays the videos.
15 minutes	Closure	Students share first reactions to and initial thoughts on the videos.	<ul style="list-style-type: none">◆ Based on teacher choice, students will begin to debrief the videos in one of the following ways:<ul style="list-style-type: none">• Guided by the teacher, students offer initial responses to the news story shared in the videos.◆ Students review their Lesson #3 Comparison Matrix and offer new insights and information. (Note: if the teacher is keeping an additional class summary matrix, he/she will want to fill in new information offered by students.)◆ On a new sticky notes students answer the question: “What is one thing that surprised you from the videos?”◆ Students hand their sticky note into the teacher as their classroom exit ticket.	<ul style="list-style-type: none">◆ The teacher has a couple of options from which to choose:<ul style="list-style-type: none">• Teacher guides students through a preliminary debrief. Teacher may consider asking some probing questions. OR <ul style="list-style-type: none">◆ Teacher leads a cursory review of videos using the Lesson #3 Comparison Matrix, focusing especially on questions #1-5, #7-8, or #11.

Lesson Summary cont.

Time	Phase	Summary	Student Work	Teacher Notes
	Homework	Students assimilate content and prepare for a deeper dive into the material by watching the videos a second time for homework. To facilitate this, they complete the Iceland Video Worksheet.	<ul style="list-style-type: none">Students re-watch the CBS News story videos and perform a more in-depth study of their content to identify the underlying assumptions and values that allow disability selective abortion to be normalized and performed widespread through society in Iceland.Students identify specific ways disability selective abortion is promoted and encouraged through media and medical channels.	<ul style="list-style-type: none">Teacher hands each student eight sticky-notes, and asks the students to two sets of four, numbered 1-4.Teacher explains that as students watch each video, they will answer each of the four posted questions using the sticky notes. Students should also indicate the video source (Video #1 or Video #2) on each sticky note.Teacher plays the videos.
DAY 2				
	Preparation	Teacher prepares to lead students through the next phase of the lesson by reviewing materials and making modifications.	<ul style="list-style-type: none">Students complete Iceland Video Worksheet.	<ul style="list-style-type: none">Teacher reviews the sticky notes and insights in the comparison matrix.Teacher reads student answers to the question, "What is one thing that surprised you from the videos?"Teacher prints Lesson #4 Homework.
10 minutes	Introduction	Teacher explains to the students that today the class will have a deeper discussion based on the two videos they watched for homework.	<ul style="list-style-type: none">Referencing their Iceland Video Worksheet, students share any new feedback from watching the videos a second time.	<ul style="list-style-type: none">Teacher asks students to have their Iceland Video Sheet and Lesson #3 Comparison Matrix out on their desk for reference during class.Teacher shares a few of the responses to the exit question from the class before: "What is one thing that surprised you from the videos?" with the students.Teacher asks students if there was anything new that surprised them from watching the videos a second time. Asks them to consider "Did they notice anything the second time that they didn't the first time?"Teacher reviews the sticky note responses to the four main questions on the board.Teacher distributes additional sticky notes in a color different from those used previously.

Lesson Summary cont.

Time	Phase	Summary	Student Work	Teacher Notes
	Discussion	Teacher leads students through a deeper analysis of the two videos using the Iceland Video Worksheet Teacher Edition and the Iceland Video Discussion Guide for Teachers . Teacher helps students unpack statements and explore nuanced differences between the videos referring to Iceland Video Discussion Guide for Teachers .	<ul style="list-style-type: none">◆ Students discuss and more closely analyze the videos using the Iceland Video Worksheet as the framework for the discussion.◆ Students suggest other answers to the four main questions posed during the previous class.◆ Students take notes on their Lesson #3 Comparison Matrix as new ideas are introduced to the class discussion.	<ul style="list-style-type: none">◆ The teacher starts with the most straight-forward question and asks students to share some facts from the videos.◆ Teacher begins to review the more complicated questions from the homework assignment, including:<ul style="list-style-type: none">• Is anyone in Iceland against abortion? If yes, who?• What does the video say about people with Down syndrome?• What does the video say about women who are not screened when pregnant?• What does the video say about the unborn?• What does the video reveal about the media and its role in DSA?◆ The teacher may add other questions from the Iceland Video Discussion Guide for Teachers either during the worksheet discussion or afterwards depending on the course of the conversation.◆ The teacher will continue to draw students back to the four main questions and prompt students to post more responses with a sticky note of a different color than that of the previous class.
10 minutes	Closure	Teacher prepares to lead students through the next phase of the lesson by reviewing materials and making modifications.	<ul style="list-style-type: none">◆ Students offer final thoughts on four main questions posed.◆ On a half-sheet of paper students answer the question: “What do those with disabilities and disease contribute to the world we live in?”◆ Students hand their response on the half-sheet into the teacher as their classroom exit ticket.	<ul style="list-style-type: none">◆ Teacher asks students if there are any final additions to add to the sticky notes.◆ Teacher asks students to take a minute and reflect on the question: “What do those with disabilities and disease contribute to the world we live in?”◆ Teacher distributes Lesson #4 Homework

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>Homework</i>		Students do a primary exploration of the life and work of Jérôme Lejeune.	<ul style="list-style-type: none">◆ Students watch two of the five short videos on the “Activities > Advocacy” page of the Jérôme Lejeune Foundation website.◆ Students explore the “About” page on the Jérôme Lejeune Foundation website.◆ Based on their exploration, students complete Lesson #4 Homework.	

Lesson #4 Instructional Guide: Procedural Notes

DAY 1

Introduction and Instructions

The teacher posts the 2017 CBS News tweet and reviews the previous lesson, highlighting both the process of inquiry (prediction and verification) and the definition of an atrocity. At this point most students will have concluded that disability selective abortion is an unfolding atrocity based on the evidence provided. If this has not occurred, the teacher guides the lesson amidst the ambiguity, recalling that the goal of the lesson is to understand the features of DSA that reflect the characteristics of atrocity illustrated in their previous study. The students are also asked to recall key findings about disability selective abortion. Given the complexity of the CBS News videos, it will be particularly important for the teacher to help students draw out the following information found in the Lesson #3 Comparison Matrix:

- ◆ How institutions, values, and beliefs of people or groups in power influence the acceptance of disability selective abortion.
- ◆ How the ideologies (individualism) or philosophies (elimination of suffering) of our time period play a part in justifying the elimination of disabled children.
- ◆ How DSA is promoted and encouraged in society.
- ◆ How science or technology plays a part in practice of DSA.

The videos are reviewed two times. The preliminary review will happen during class. Conducting a conversation after the preliminary review of the videos is crucial because it will assist students in focusing on these elements in the videos.

Videos

First, the teacher posts the four questions the class will be discussing on either chart paper or on the classroom whiteboard:

- ◆ How do institutions, values, and beliefs of people or groups in power influence the acceptance of disability selective abortion?
- ◆ How do the ideologies or philosophies of our time period play a part in justifying the elimination of a disabled child?
- ◆ How is DSA promoted and encouraged in society?
- ◆ How does science or technology play a part in the practice of DSA?

Before viewing the videos, the teacher will distribute eight sticky notes (all the same color) to each student. Each student will use four per video. It may help the students to number each set of sticky notes with numbers on top (1- 4) to correspond with the questions.

The students will likely recognize that these are the same questions that were investigated in the Lesson #3 Comparison Matrix. The students can be told that the videos will contribute additional information to their understanding of whether DSA is an atrocity or not.

The students should be told to use the sticky notes to write down one response to each question using information from each of the videos. Later, they will add these sticky notes to the visual display of the questions (on chart paper or the board) creating a class **Insight Wall Matrix**. This will help them analyze new information they learn and determine whether DSA is an atrocity.

Next, the teacher explains that the students will watch two CBS News videos about Iceland's plan to eliminate Down syndrome through abortion. The teacher should note that the videos do not make definitive conclusions about Iceland's practice of DSA and whether it is an atrocity or not.

Rather, the videos will illuminate how philosophy, ideologies, science, and technology affect people's beliefs, values, and practices. It will also challenge the class to consider a different question, specifically, "What kind of society do we want to live in?" Finally, the teacher will want to remind students that these videos put a "human face" on DSA and help us understand how ordinary people, just like us, justify their beliefs and actions. It may even help them understand an atrocity unfolding in "real time."

As students watch Video #1, they respond to questions 1-4 on their sticky notes. Their responses may include an observation, fact, statistic, or quote. The students will repeat this process with Video #2. After watching both videos, students should have two sets of responses on their sticky notes. It may be helpful they indicate (on their sticky note) which video the information came from. For example, a student may write, "Down syndrome tests began in the early 2000s." In this instance, they should indicate they heard this in Video #1. Once students complete their sticky notes, they are invited to post them with the corresponding question wherever it is displayed. This will enable them to create a class **Insight Wall Matrix**.

Closure

The teacher will want to gather initial impressions from students about the videos they watched. This part of the lesson does not need to be highly structured, but it should give the students the opportunity to react, digest, reflect on, and ask questions about what they have seen and heard. Great care should be taken to address the students' reaction to the videos in a way that is supportive of their emotions and acknowledges their beliefs and values.

Students have different experiences with the topics addressed in the videos and some may be disturbed by their content and need to express that. To the extent possible, a safe place where students can express differing views and values should be maintained. The teacher may want to refer to "Tips for Dealing with Sensitive Topics" and "Guidelines for Classroom Discussions."

There are two possible options for structuring this portion of the lesson. Whichever option is chosen, the goal of this preliminary discussion is to allow students to respond and ask clarifying questions about what they have learned.

1. Guided Debriefing

The teacher leads students through a series of open-ended questions, which emphasize the development of emotional intelligence. These might include:

- a. What did you notice as you watch these videos?
- b. Was there anything that surprised you?
- c. How did you feel as you watched the videos? How might other people feel when watching the video?
- d. Were there any words or phrases that stood out to you?

2. Guided Review

Another option at the teacher may choose is to lead a preliminary review of the **Lesson #3 Comparison Matrix**. The teacher may take this time to focus particularly on questions #1-5, #7-8, or #11. He/she would ask the students if the videos provided additional information that they would add to the matrix.

Before the end of the lesson, the teacher will give each student a new, different colored sticky note and ask them to write down one thing that surprised them in the videos. Before leaving, each student will give their sticky note to the teacher as their "exit ticket."

Goals in Using the Videos

The Iceland videos have the potential to be very disturbing as they include various justifications for DSA that may be difficult to comprehend. Students should be made aware that there are ideas or perspectives in the video that may surprise or shock them. Yet, they should be told that engaging with the perspectives will allow them to gain new insights. It will also move them forward in their understanding of whether disability selective abortion has the characteristics of an atrocity.

There are several goals for using these videos. The first is to communicate that the complexity involved in atrocities facilitates their occurrence. There are several ways that atrocities are complex including:

Atrocities:

- ◆ involve profound aspects of human existence (e.g., the meaning of life, the value of suffering, personal freedom),
- ◆ are large in scale and magnitude--influencing not only individuals but also groups of many, and in ways that can change the course of history,
- ◆ are often systematic--performed in an intentional way in the full-view of a society and even using publicly accepted or legal means,
- ◆ have both short and long-term effects--with different impacts that occur both now and well into the future,
- ◆ may involve methods and technologies that the average person is not aware of or does not fully understand, and
- ◆ build slowly and incrementally until conditions are created for a major societal shift.

The factors that lead to and facilitate atrocities are always complex. This complexity often perpetuates individual and social “blindness” to atrocities because people and societies cannot or do not want to “see” the atrocity for what it is. Complexity can make it harder to see the morality of a situation, its short and long-term impact, and how it affects the common good--individuals and society at large. Complexity can also lead to complacency, making it more difficult for individuals and society to think deeply about social trends, policies, events, or new developments. This prevents them from both recognizing an atrocity for what it is and from acting against an atrocity

As complex as atrocities are, it is always important to realize that this doesn't mean there isn't a right or wrong that we can know. It is often much easier to make moral judgments about the past because time and distance can give us clarity. The horrors of the Holocaust are universally recognized today and no one would say that the men and women who, in various ways, participated in the slaughter of 6 million Jews did nothing wrong, no matter how complex or difficult the situation in Nazi Germany was.

The second goal for using these videos is to help the students understand that universal moral truth (the rightness or wrongness of an action that transcends time [i.e. historical era]) plays a key role in determining whether a social trend is an atrocity or not. Moral principles actually enlarge our perspective when considering unfolding events, because moral principles (i.e. the intentional killing of an innocent human being) are true in all times and all places. This objective morality considers “the common good,” that is, what is best not only for individuals but for all of humanity across time and beyond the particular historical era. As students learn to listen to the individuals in the video, they should be encouraged to recognize that they are entitled to their beliefs and values, but that not all beliefs and values are right.

What has been learned in studying atrocities across history, some of their beliefs and values, if embraced by others on a large scale, will promote the perpetration of an atrocity.

Video Summaries

A brief summary of each video is provided below. Although both videos cover much of the same basic content, each video has a unique feel and overall message. At times, the data presented is slightly different and this affects the final “take-away.” Additional questions and teacher notes for the discussion are also included. These notes will help the teacher highlight and expand some of the important, but more subtle or nuanced, differences between the videos.

Video #1: Iceland’s Down Syndrome Dilemma: This video focuses most on the role of the government and medical profession in relation to DSA. It presents information that allows the viewer to understand how policies and practices may coerce women into screening for Down syndrome and pressure them to choose abortion.

This video questions how much freedom a mother has in making choices that affect themselves, their family, and their futures.

This video also explores the uncertainty involved in predictions about the future prognosis of any child--much less a child who is screened during gestation. It highlights the fact that all children (regardless of potential for Down syndrome), have an unknowable future.

Even if there is information available about a child’s DNA, it simply is not possible to accurately anticipate the potential a child has for his or her future life. The video leaves the audience with a sense of questioning. It challenges the viewer to consider how far humanity will go to eradicate disease. It raises the important question of what those with disabilities and disease might contribute to the world we live in.

Video 2: Iceland is on Track to Eliminate Down Syndrome: This video focuses on the human impact of genetic testing, abortion, and Down syndrome. However, like the first video, it leaves the audience to make its own decision about the “rightness” or “wrongness” of disability selective abortion. Although this video revolves around the concept of the importance of the human person, it focuses on the rights of adults and does not communicate the rights of the unborn.

The video introduces various individuals with Down syndrome. These include two young girls, a teenage boy that has other health complications including autism, and a woman in her thirties who is living an active life (she has moved out of her mother’s home to live with her boyfriend). In doing so, the video broadens the viewer’s understanding of what life might involve for a person with Down syndrome--they do not all have the same experiences or abilities. It also includes a longer section of an interview included in the first video. In it, the hospital counselor claims that abortion isn’t murder, the unborn is a “possible life,” and that women shouldn’t feel guilty about choosing to end the life of their child because the woman has a right to choose how her life will look. Similar to Video #1, this video does not take a moral stance on DSA and leaves the audience to decide. Instead it asks, “How far will society will go to have healthy children?”

This process would continue through all the sections of the comparison matrix. As the teacher facilitates the discussion, the students should be asked to consider what characteristics disability selective abortion has in common with the atrocities they studied and if they note patterns in the data. The teacher will want to remind the students that the question they need to ask themselves as they go through this activity is, “Does the data indicate that disability selective abortion is an atrocity or not?”

DAY 2

Introduction

The teacher explains to the students that in today's class they will dive deeper into the of the videos, exploring the philosophies, ideologies, beliefs and values of those interviewed. This will lead to a better understand the four main areas of their comparison matrix.

The students should have their copy of the **Lesson #3 Comparison Matrix** and **Iceland Video Worksheet** out on their desk for reference. The teacher should be sure to have the sticky notes from the previous class displayed. In addition, the teacher should have a second pile of sticky notes in a different color for additional insights gained from Day 2's discussion.

The teacher can begin the class discussion by asking the students for general feedback about either the videos or worksheet. It may also be appropriate to solicit any clarifying questions that relate to the homework or the last class. The teacher can also take this time to review responses the question, "What is one thing that surprised you from the videos?" collected on sticky notes from the previous day's exit tickets.

Then, the teacher should lead the class in reviewing the questions on the worksheet. As the class works through the questions, the teacher may want to ask the students to share their answers with the person sitting next to them first in a "Think-Pair-Share." This brief exchange allows the students more opportunities to think about the content in the videos. See the **Iceland Video Worksheet Teacher Edition** for possible answers to the questions.

During the class discussion, the teacher may want to add new points or refine existing points in relation to the four questions already displayed on the walls (or board) from the previous class. When these insights are shared, the teacher will want to make sure they are recorded on the new sticky notes for Day 2 (a different color than Day 1) and add them to the Insight Wall Matrix.

The teacher should be sure to use different colored sticky notes on Day 1 and Day 2 so that the students can more easily visualize how the discussion has expanded.

Suggestions for Structuring Class Discussion

The goals of the class discussion are to: 1) examine and unpack statements made by different individuals in the video more carefully, and 2) explore the nuanced differences between the videos. Accomplishing these goals will allow the students to better understand how DSA is justified and has become widely accepted. The discussion which reveals the underlying assumptions held by individuals and addresses the tactics of the media will give students the knowledge to more fully answer the questions from Day 1. It will also help them understand that it is possible to "head off an atrocity" by raising awareness about concerning social trends and ideologies. The teacher can find an expanded Iceland Video Discussion Guide for Teachers on the resources page.

The easiest way to start the discussion is for the teacher to ask the students to provide some facts shared in the video. Then, the teacher may want to turn to Question #1 and ask, "According to the video, is anyone in Iceland against abortion?" The students may notice that although both videos claim that there are individuals in the country against abortion, the representation of the number and power of these individuals is quite different in Video #1 and Video #2. It is interesting to consider the way this information is presented in each video as they present very different messages to the audience.

During the discussion, the teacher should lead the students to both: a) provide answers to the questions on the worksheet and also to b) uncover and distinguish the explicit differences between the videos and how they contribute to or work against disability selective abortion.

As the students share their responses, the teacher should ask clarifying questions, such as, “How does the Bishop of Iceland describe the group that is opposed to abortion?” “What does the use of the word “invisible” make you think about this group?” “What other words might the Bishop have used that communicate a different message?” “How does the Bishop’s statement about an ‘invisible’ group compare to the women we meet in the second video?”

“How does seeing someone make a different impact than hearing about someone?”

For example, in Video #1, the Bishop of the Church of Iceland says that there is an “almost invisible group” that is against abortion. This language minimizes the significance of this group--making it seem small, powerless, and ineffective. In contrast, Video #2, interviews a group of pregnant women who have opted out of the screening. One mother claims that the screening would not have made a difference for her. (Note: The underlying assumption presented in Video #1 is that in Iceland a positive test ends in an abortion. This woman’s testimony contradicts this. For her, a positive test would not have resulted in an abortion.) In Video #2, the choice to show the women who are against abortion contradicts the depiction of those against abortion presented in Video #1. Including the perspective of these women in Video #2 not only makes this group visible but reveals that they are powerful and an important voice.

Throughout the discussion, the teacher may want to direct the students’ attention back to the four main questions and how they might more fully answer them.

For example, after discussing the Bishop’s comment about an “almost invisible group against abortion” the teacher may ask students how they would respond to the question, “How do institutions, values, and the beliefs of people or groups in power influence the acceptance of disability selective abortion? The teacher may direct the students to think about who has claimed that the group against abortion is almost invisible and why they might make this claim.

At the end of the discussion, the teacher should conclude the lesson by asking the students whether they have any final contributions to make in response to the four main questions on the board. The teacher can take this time to review the new answers generated that day from the class discussion. Finally, the teacher should ask each student to consider the question, “What do individuals with disabilities and disease contribute to the world we live in?” As they leave the class, the students should hand in a half-sheet of paper with their response.

The teacher explains that for homework, students will begin to explore the life and work of Jérôme Lejeune and complete the Lesson #4 Homework. In doing so, the students will be exposed to an entirely new perspectives about persons with disabilities and their place in society.



Lesson #5:

Persons with Disability as Gift

Lesson #5 Overview

Curriculum Area: Social Studies

Time Requirement: Two 50 minute class periods with 20 minutes of homework

Resources Required:

- ◆ Interview with Jérôme Lejeune
- ◆ Jérôme Lejeune interview transcript
- ◆ “Joys, Struggles, and Scare Tactics: On Down Syndrome and Abortion” by Mary O’Callaghan
- ◆ Rick Becker audio recording
- ◆ Sticky notes
- ◆ Lesson #3 Comparison Matrix (for reference, if desired)
- ◆ Interview with Xavier Le Pichon (supplemental)
- ◆ Printed version of the learning objectives (if desired)
- ◆ Writing materials for student notes/ observations (if needed)

Lesson Description: In this lesson, the students are exposed to the perspectives of men and women who advocate on behalf of persons with disability. In doing so, the students deepen their understanding of what disability means and the impact of aborting disabled people on individuals, families, and society. These resources also present students with different information that affects their answer to the question, “What kind of society do we want to live in?”

Objectives:

Students will be able to:

- ◆ organize and analyze the different perspectives on the impact of science and technology expressed in Lesson #4 and Lesson #5, and speculate about what this says about modern values and beliefs.
- ◆ analyze and evaluate the effects that science and medical technology have had for persons with Down syndrome.
- ◆ imagine how people who view disabled persons as a “gift” would answer the question, “What kind of society do we want to live in?”

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
DAY 1				
<i>n/a</i>	<i>Preparation</i>	Teacher prepares all materials for the lesson and anticipates its progression.	<ul style="list-style-type: none">◆ Students complete Lesson #4 Homework.	<ul style="list-style-type: none">◆ Teacher reviews the sticky notes Insight Wall Matrix and all material for lesson.
<i>10 minutes</i>	<i>Lesson Introduction</i>	Teacher and students summarize key insights of Lesson #4 content.	<ul style="list-style-type: none">◆ Students ask clarifying questions.	<ul style="list-style-type: none">◆ Teacher explains that Lesson #4 allowed students to see how individuals and society justify the systematic elimination of persons with Down syndrome.◆ Teacher restates the central question of the CBS News story: “What kind of society do we want to live in?”and announces that students will now be exposed to very different perspectives than were presented previously.
<i>10 minutes</i>	<i>Discussion</i>	Students identify the way that persons with disabilities are portrayed in videos.	<ul style="list-style-type: none">◆ Students summarize video clips.◆ Using concrete examples, students analyze the portrayal of people with disabilities.	<ul style="list-style-type: none">◆ Teacher solicits summaries of the video clips.◆ Teacher asks a series of probing questions to draw out particular examples of how persons with disabilities are portrayed.
<i>20 minutes</i>	<i>Video</i>	Students explore a new perspective about disability and DSA.	<ul style="list-style-type: none">◆ Guided by the teacher, students sketch the biography of Jérôme Lejeune.◆ Students watch a short video interview with Jérôme Lejeune and complete the sticky note assignment as directed by the teacher.◆ After viewing the news stories and completing their sticky notes, students post their ideas--sharing them with the class.	<ul style="list-style-type: none">◆ Teacher solicits information about Jérôme Lejeune from the students and fills in missing information using the Jérôme Lejeune Supplementary Notes.◆ Teacher explains that students will watch a short video interview with Jérôme Lejeune, provides students with sticky notes, and reviews the class Insight Wall Matrix procedure.◆ Teacher will note the slight modification of the questions and will want to preserve both sets of questions (i.e. the original CBS News questions and the new questions.
<i>10 minutes</i>	<i>Making Observations</i>	Students and teacher acknowledge new learning and insights.	<ul style="list-style-type: none">◆ Students offer answers to the new questions on the class Insight Wall Matrix.	<ul style="list-style-type: none">◆ Teacher elicits insights from students.◆ Teacher goes deeper and asks broader analytic and synthesizing questions, such as:<ul style="list-style-type: none">• How does Dr. Lejeune’s perspective, beliefs and values differ from the individuals represented in the CBS News videos?• Why does Dr. Lejeune tell the story about the birth of the two children in the same town hospital, on the same day?

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
	<i>Homework</i>	Students engage primary source material-written or audio testimonies-from parents of children with disabilities.	<ul style="list-style-type: none">◆ Students watch Jean Vanier video, and then read either Mary O’Callaghan’s reflection or listen to Rick Becker’s audio recording.◆ Students respond to matrix questions on sticky notes.	<ul style="list-style-type: none">◆ Teacher provides each student with four sticky notes.◆ Teacher divides the class and asks one half to read the written reflection and the other half to listen to the audio recording.
DAY 2				
	<i>Preparation</i>	Teacher prepares all materials for lesson and anticipates progress.	<ul style="list-style-type: none">◆ Students complete assigned homework.	<ul style="list-style-type: none">◆ Teacher reviews the Insight Wall Matrix and anticipates the progression of the students' analysis.◆ Teacher prepares questions that stimulate students’ critical thinking.◆ Teacher reviews Lesson #5 Instructional Guide to anticipate student responses."
<i>10 minutes</i>	<i>Introduction</i>	Teacher explains how students will create a different understanding of disability and formulate new insights about whether DSA is an unfolding atrocity based on the information they have collected on the Insight Wall Matrix .	<ul style="list-style-type: none">◆ Students listen and ask clarifying questions.◆ Students discuss and post their final observations.◆ Students enter assigned data into shared matrix.	<ul style="list-style-type: none">◆ The teacher explains the different steps of the activity and communicates that by the end of the lesson they will have generated new knowledge.◆ Teacher gives students access to a shared digital Insight Wall Matrix.
<i>10 minutes</i>	<i>Noticing Similarities</i>	The teacher leads the students through an analysis of the similarities they note when comparing different aspects of the data in the comparison matrix and asks students to refer to specific data to justify their claim.	<ul style="list-style-type: none">◆ Students explain similarities observed in the content studied and support their ideas using data from the comparison matrix	<ul style="list-style-type: none">◆ Teacher asks students to explain similarities.◆ Teacher asks questions. designed to probe ideas more deeply.◆ Teacher challenges students to base claims on data with specific references.
<i>10 minutes</i>	<i>Noticing Differences</i>	Teacher leads students through an analysis of the differences they notice and asks students to refer to specific data to justify their claims.	<ul style="list-style-type: none">◆ Students explain differences in the content studied and support their ideas using data from the comparison matrix.	<ul style="list-style-type: none">◆ Teacher asks students to explain differences.◆ Teacher asks questions designed to probe ideas more deeply.◆ Teacher challenges students to support claims with evidence.

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>10 minutes</i>	<i>Acknowledging New Learning</i>	Teacher leads the students in reflecting about the unit and new insights gained.	◆ Students communicate new insights and understandings.	◆ Teacher asks the students to think about and explain any new insights gained over the course of the unit.
<i>10 minutes</i>	<i>Closure</i>	Students draw conclusions about the beliefs and values that inform people’s understanding of disability and DSA.	◆ Based on the perspectives students have studied, they imagine the different responses that disability advocates and prenatal screening advocates would provide to the question, “What kind of society do we want to live in?”	◆ Teacher encourages students to consider the role ideology, philosophy, values and beliefs, technology, and science, play when making a determination about the best society.

Lesson #5 Instructional Guide: Procedural Notes

DAY 1

Introduction

The teacher will want to remind students that one goal of Lesson #4 was to gain a better understanding of how ordinary people justify a potential atrocity in “real time.” This lesson should have helped students understand how philosophy, ideology, beliefs, values, science, and technology affect ordinary people’s thoughts in relation to DSA. The teacher may want to ask what the students remember from Iceland Video #1, Video #2, and the Lesson #4 discussion. At this time, the teacher may also want to solicit any remaining questions and/or concerns from students.

Next, the teacher will help the students recall that the videos raised the question, “What kind of society do we want to live in?” In Lesson #5 the students will explore different answers to this question through exposure to a different set of voices--the voices of persons with Down syndrome and the people who advocate on their behalf. This experience will allow students to deepen their understanding of what disability is and how DSA may affect society. All this will challenge the student to consider for themselves what kind of world they want to live in.

The videos are reviewed two times. The preliminary review will happen during class. Conducting a conversation after the preliminary review of the videos is crucial because it will assist students in focusing on these elements in the videos.

Discussion

At this point, the teacher will review the Lesson #4 Homework. To begin the conversation, he/she may want to ask students for short summaries of the five videos from the Jérôme Lejeune Foundation. The goal of this discussion is to challenge students to identify the attributes of persuasion. In doing this, students are inchoately preparing for Lesson #6. Ideally the class will discuss each of the videos made available but if no one in the class has

watched a particular video, then the class can skip it. Short summaries of each video are provided:

“Dear Future Dad” is narrated and filmed from the perspective of a boy with Down syndrome as he reads a letter to his father on Father’s Day. In this light-hearted video the young boy tells his father what a great dad he is.

“Dear Future Mom” answers a letter from an expectant mother who has received a prenatal diagnosis of Down syndrome and is scared. The video features children with Down syndrome reassuring the mother that even though there will be hard times ahead, her child can flourish and be happy.

“Being Different is Normal” is filmed from the perspective of a “normal” boy going to new school for the first time. The video subverts the viewers expectations because he is the only “normal” boy in his class. All the other children and the teacher have Down syndrome. This video illustrates that what is considered “normal” is based on one’s perspective.

“How Do You See Me?” is about how a woman in the mirror sees herself. At the end of the video the viewer learns that this woman has Down syndrome. She says, “This is how I see myself. How do you see me?”

“Every Life is Beautiful” offers a glimpse into the life Melinda Delahoyde, the President of CareNet, and her intellectually disabled adult son, Will. Together they encourage viewers to see every life as beautiful and worth living.

These videos contain a great deal of important information of interest to students. The teacher will want to help the students “unpack” them. The following questions are just some of those which may be helpful to ask the students.

◆ **“How are people with disability portrayed in these videos?”**

The teacher will want to ensure the following points are highlighted. People with disabilities are represented as independent, contributing members society, who are living life to its fullest. The videos acknowledge the challenges of Down syndrome, but also point out that every person, whether disabled or not, experiences suffering, disappointment, and sadness. Why? Because life isn't easy.

The teacher will also want to point out that people with Down syndrome are presented as individuals rather than as an abstract disease or problem. These videos present people with disabilities as contributing, independent members of society and as individuals rather than as an abstract disease.

◆ **“What was it like to watch the videos after the CBS News stories?”**

Depending on the student responses, the teacher may want to point out that these videos offer a very different perspective on disability because they humanize people with disability. In the CBS News videos, disability is primarily seen as a social problem to be solved. In the videos viewed in this lesson, these individuals with disabilities are seen as gifts or as special individuals who contribute to society and people in a unique, distinct, and important way.

◆ **“What do you think the purpose of these videos is?,” “What makes these videos effective?”**

Depending on the student responses, the teacher may explain that the videos were designed to communicate to potential parents of children who are expected to be born with Down syndrome. The videos contradict prevailing social prejudices and subvert expectations of the video viewers. Each video is effective because it conveys how people with Down syndrome live as full human beings who are endowed with the ability to love and be loved as well as with unique personalities and gifts.

◆ **“How do the people featured in these videos contradict contemporary social trends and challenge us to reconsider the popular understanding of success?”**

If students do not draw it out, the teacher will want to highlight that the people featured in the videos challenge our assumptions that people with Down syndrome are not like “us.” The videos stimulate our questioning about the modern conception of success--specifically that success can be measured by the “quality of a person's life” (productivity, wealth, and power). Instead we are asked to consider whether success might be better measured by the yardstick of love.

Jérôme Lejeune Interview Video

After reviewing the videos, the teacher will explain that at every point in history there have been people who fight against particular atrocities. It may help the students to know a couple of examples. For instance, the teacher might mention the families who hid Jews during the Holocaust. Or the teacher might present the Underground Railroad as an example of ordinary people acting courageously and at great personal risk to help slaves to freedom.

French doctor, Jérôme Lejeune is one of these people. The teacher may want to ask students if they knew about this man prior to the lesson. Then the teacher may want to propose the question, “Who is Jérôme Lejeune?” and solicit statements from students. In this way, the students will piece together the significance of Lejeune's life and work.

Some observations might include:

- ◆ Jérôme Lejeune is the father of modern genetics.
- ◆ He spent his entire life researching and advocating for persons with intellectual disabilities.

- ◆ He was the scientist and doctor who discovered an extra or third chromosome on chromosome 21. This condition is known as trisomy 21 (Down syndrome).
- ◆ Lejeune made this landmark discovery in 1958.
- ◆ People from all around the world came to see him and he treated over 90,000 persons with intellectual disorders.
- ◆ Dr. Lejeune's research should have helped advance medicine, and make it better able to anticipate and address the special medical problems of people with Down syndrome. Instead, it is often used to identify cases of disability as early as possible and terminate pregnancies (abort the unborn child). This development greatly distressed Dr. Lejeune and he publicly defended the inviolable human dignity of persons with disabilities.
- ◆ As a scientist, Dr. Lejeune knew that new human life, with its complete genetic makeup, begins at fertilization.
- ◆ Dr. Lejeune believed medicine, science, and technology could help find a cure or other remedies for chromosomal abnormalities.
- ◆ Dr. Lejeune believed that medicine becomes madness when it attacks the patient instead of the disease.

As students share information, the teacher may want to supplement it with information from the Jérôme Lejeune Guide. The teacher will want to share that Lejeune was excised or excommunicated from the scientific community for his commitment to children with Down syndrome. For example, he might have won a Nobel Prize if his work had been appreciated.

When the teacher believes that the students have a preliminary understanding of Dr. Lejeune, he or she, will direct students' attention to the sticky note Insight Wall Matrix.

He or she will explain that the students will now add even more information to it.

The teacher will then provide each student with four new sticky notes. These sticky notes should appear in a different color than those used for the CBS News videos and the exit ticket.

The students will now watch a short video interview of Jérôme Lejeune. It may be helpful to share a copy of the interview transcript with the students. As students watch the interview, they would benefit from answering the following four questions:

1. How do institutions, values, and beliefs of people influence their rejection of DSA as a way to eliminate Down syndrome?
2. How do ideologies and philosophies play a part in rejection of the practices of that are used in disability selective abortion?
3. How are the lives of disabled persons valued and promoted in society?
4. How do people who reject DSA view the role of science or technology in the lives of persons with disability?

These questions follow the same general structure and address the same content as the CBS News questions. However, because these questions are slightly different from those related to the CBS News video, the teacher will want to post them on the same projected page (or displayed page) that corresponds to the CBS News question.

For example, the CBS News question #1 corresponds to the Jérôme Lejeune's Interview Question #1, and both should included in column #1 on the class Insight Wall Matrix. When students have finished writing their answers, they post them to the corresponding column on the matrix.

Closure

At this point, the teacher asks students to share their observations. He or she may ask students to engage in “Think-Pair-Share” with their answers on the video sticky notes. Some insights may include:

- ◆ Unlike many of those in the CBS News video, Dr. Lejeune explains that it is against the Hippocratic Oath to intentionally take human life.
- ◆ Science and technology are aids to healing, but when medicine starts killing persons rather than eliminating a disease, it becomes mad science.
- ◆ Dr. Lejeune knows that it is costly to care for a child with Down syndrome but believes the cost to civilization is even greater if we don't because the measure of a civilization is how it treats its smallest. He indicates that civilization must be humane to be civilized.
- ◆ Calculating or reason is only one part of what it means to be human.
- ◆ Human palm prints are observable by 8 weeks.
- ◆ Focus is on parent, society, and disabled children. The role of the doctor is to fight against the disease Down Syndrome, not against the patient who has Down syndrome.
- ◆ Doctors should fight the disease not the patient.

The teacher provides each student with eight fresh sticky notes, and he or she explains that for homework, everyone will watch the Jean Vanier video again.

In addition, one half of students in the class will listen to the audio recording of a nurse whose son has Down syndrome and the other half will read “Joys, Struggles, and Scare Tactics: On Down Syndrome and Abortion” by Mary O’Callaghan. The students will be responsible for answering the same four questions they worked on during the Jérôme Lejeune interview for both the Jean Vanier video and their assigned recording or reading.

Modification:

The teacher may assign the additional resource, “The Fragility at the Heart of Humanity,” an interview with scientist Xavier Le Pichon, to students who desire to go deeper and explore the interconnection of science, history, and disability in human community.

DAY 2

Introduction

The teacher begins the lesson with a structured “Think-Pair-Share.” For homework students watched the Jean Vanier video and either read an article by Mary O’Callaghan or listened to an audio recording of Rick Becker. Now, they partner with a classmate who completed the opposite assignment and each student shares what he or she learned. The teacher may also assign partners to work together in each role to save time. Students will use their completed sticky notes to guide the conversation. When they are finished, students post their insights to the Insight Wall Matrix.

Next, the teacher divides the class up into eight groups and assigns each group a section from the **Insight Wall Matrix**. For example, one group will gather all the stickies for the first question of the perspectives shared CBS News videos. A separate group will gather all the stickies for the first question of the perspective shared in the other resources, and so on. Each group aggregates its data and types it into a shared Disability Comparison Matrix.

Then, the teacher will announce that today’s lesson is designed to help the students make sense of different perspectives they have heard and analyze how individuals and societies respond to the contemporary phenomenon of disability selective abortion. The teacher will explain that students will analyze the information displayed on the **Insight Wall Matrix** to: a) identify similarities between these perspectives, b) to distinguish their differences, c) note any new knowledge acquired, and d) form broad generalizations about DSA as a historical atrocity.

Noticing Similarities

As in Lesson #2, the goal is to guide the students as they identify similarities across the perspectives. The students may initially observe the similarities within a certain perspective.

For example, a student might note that the genetic counselor and Iceland’s Bishop featured in the CBS News videos, both believe that parents should be able to choose to abort a baby suspected of having trisomy 21 (Down syndrome). The teacher should acknowledge and affirm such observations, but should also encourage students to look for similarities across those individuals who disagree with each other. For example, they may notice that all people express a desire to limit suffering, but that their “solutions” to suffering are very different. Students may need some time to review the sticky notes on the Insight Wall Matrix. Another option would be for the teacher to enter the information on the Insight Wall into a digital matrix for all to see. The teacher will want to display the shared matrix, and as students take turns sharing their observations, he or she will want to record their ideas in writing for all to see. They may wish to do this on a projected computer screen or on a blackboard. The idea would be to keep record of the similarities that are noted in some manner. An example of some of the similarities students may find are included below:

Similarities that may be noted include:

- ◆ This atrocity effects a specific group of people—the unborn suspected of having trisomy 21. It also affects children who may not have trisomy 21 when the screening test is wrong.
- ◆ Most people express a desire to help children with intellectual disabilities and their families.
- ◆ Everyone understands persons with disability and their families will face challenges and difficulties.
- ◆ Most people want to find a cure for Down syndrome and other intellectual disabilities.
- ◆ Science and technology play a key role in the lives of people with disabilities.

- ◆ DSA effects society and disabled persons.

As students respond, it will help all members of the class if answers are elaborated upon and substantiated with evidence from the **Insight Wall Matrix**.

Noticing Difference

During this stage, the goal is to acknowledge how the perspectives represented on the Insight Wall Matrix differ from one another. It may be that some of these differences are noted while students share their similarities during the previous step.

Some of the differences shared may include the following:

The best way to help people with disabilities and their families. For example, in Iceland many people that the best way to help is eliminate unborn children suspected being disabled. This is not what LeJeune and others would indicate.

- ◆ The humanity of the life in the womb. The nurse from Iceland believes it is a potential life, Dr. Lejeune explains that it is a new human being.
- ◆ The role of science and medicine. The geneticist, Jérôme Lejeune explains that science and technology must always work to help the patient, not to kill him or her.
- ◆ The reality of suffering. DSA is proposed as a way to eliminate suffering, but Jean Vanier explains that suffering is a part of life and if we strive to eliminate suffering there will be no one left.
- ◆ The meaning and purpose of life. The two general perspectives students have explored appear to emerge from different ways of understanding the meaning and purpose of life.

Acknowledging Learning

As a result of engaging with new perspectives, the students will gain new, deeper, and more complex understandings of disability.

At this stage, it is helpful to draw students' attention to this fact. The teacher may simply ask, "As we've examined different perspective about disability and DSA, what have you learned? Are there any new ways you think about the information you've examined?" Some knowledge may include:

- ◆ People with disabilities are aborted at an exceptionally high rate and it is like a genocide.
- ◆ People with disabilities have unique gifts to offer society.
- ◆ Sometimes people with good intentions participate in atrocities.

Closure

Acknowledging that every situation is complex and unique, students now have enough information to generally answer the question, "What kind of society do we want to live in?" from both the perspective of someone who support DSA and from the perspective of someone who does not.

Students' answers may be limited because they are synthesizing and extrapolating from new information they have collected. As part of the process of appropriation they are creating (and expressing) new, unique understandings of an unfolding atrocity and the worldview the assumptions, beliefs, and worldview that allow it to continue. Importantly, students are also articulating the beliefs, values, and worldview of those who are committed to change. The teacher can help the students by offering them words to explain what they see but should be careful to retain fidelity to an individual students' ideas. Once the phrasing to these answers is refined, the teacher should record it-- ideally in a manner where it is visible to all the students in the class (on the board, in a shared document, etc.)



Lesson #6:

*Making a Difference through
Awareness and Activism*

Lesson #6 Overview

Curriculum Area: Social Studies

Time Requirement: One 50 minute class period with 60 minutes of homework

Resources Required:

- ◆ Activism Pre-Assessment
- ◆ Making a Difference Through Activism and Awareness? Slide Presentation
- ◆ Awareness Campaign Proposal Template
- ◆ Awareness Campaign Proposal Rubric
- ◆ Writing materials for student notes/observations (if needed)

Lesson Description: In this lesson, students develop a more nuanced, sophisticated idea of activism. First, they learn what activism is and how it differs from slacktivism. Then they consider how activism can have positive or negative social effects depending on the ideologies and philosophies of an activist. They will explore raising awareness as a critical precursor to activism and affecting social changes. The students will complete the lesson and unit by identifying a current social justice issue that concerns them and speculating about how other students in their demographic might be made aware of it and motivated to become activists.

Objectives:

Students will be able to:

- ◆ name some of the differences between activism and slacktivism, specifically in their inputs and outputs.
- ◆ identify a social justice issue of concern to them and develop a plan for raising awareness in relation to this issue.
- ◆ speculate about the beliefs and values other people hold and think about how an awareness campaign could be tailored to address them.
- ◆ apply knowledge gained in the unit to a realistic scenario.

Lesson Summary

Note: For each lesson you will find a summary grid of the lesson, followed by in-depth teaching notes and student handouts/resources.

Time	Phase	Summary	Student Work	Teacher Notes
n/a	Preparation	Teacher prepares to introduce the activism project.	◆ Students complete Activism Pre-assessment .	◆ Print one copy of Activism Pre-assessment for each student. ◆ Make plans for accessing the Activism Presentation. ◆ Ensure students can access the Awareness Campaign Proposal Template in hard copy or electronic format.
10 minutes	Lesson Introduction and Pre-assessment	Teacher tells students that they will be learning about activism and developing a campaign to raise awareness about an issue they care about. In doing so, students will consider how views and values affect someone’s ability to see an issue and how they view it. Teacher asks the students to complete the Activism Pre-assessment.	◆ Students consider what activism is and complete the Activism Pre-assessment sharing this and a list of issues they care about.	◆ Teacher passes out Activism Pre-assessment and asks students to complete it.
20 minutes	Learning and Activism	Teacher asks students to share definitions of activism from the worksheet. Then, the teacher shares ideas about using the Making a Difference Through Activism and Awareness? Slide Presentation .	◆ Students listen to teacher present Making a Difference Through Activism and Awareness? Slide Presentation . and add to their Pre-assessments with information shared that expands/corrects their responses.	◆ Teacher develops additional examples of activism that would correspond to the students’ experiences and inserts them in Making a Difference Through Activism and Awareness? Slide Presentation
20 minutes	Developing an Awareness Campaign	Teacher explains how raising awareness is an important form of activism and introduces the Awareness Campaign Proposal to help students understand how they can become activists related to issues of concern.	◆ Students complete the Awareness Campaign Proposal Template and work through the to develop plans for their campaign.	◆ Teacher answers questions and assists students in completing the Awareness Campaign Proposal Template. <ul style="list-style-type: none">Teacher might direct students to issues listed on the Pre-assessment as they gain ideas about their proposal. ◆ Teacher directs students to the Awareness Campaign Proposal Rubric, making them aware of expectations for their plan as they conceptualize their awareness campaign.

Lesson Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>60 minutes</i>	<i>Homework</i>	Students complete their Awareness Campaign Proposal Template in consultation with the Awareness Campaign Proposal Rubric .		◆ Teacher provides feedback to students using the Awareness Campaign Proposal Rubric, including comments to assist students with the development of their ideas for activism.

Lesson #6 Instructional Guide: Procedural Notes

The historical events studied in this unit display the dark side of human nature in horrific detail. Analysis of these events clearly indicates that intentionally orchestrated, systematic evils, that violate the dignity of the human person, have been perpetrated in every era. Understandably, such study may disturb maturing students and cause them to feel like the world is a very dark place. Any teacher with concern for their students' long-term well-being will want to equip them with tools for how to engage with the future as well the ability to understand the past. This final lesson in the unit attempts to do so—ending it on a hopeful note. It helps students recognize their capacity to affect change in the world around them through: a) awareness raising and b) helping to form them as future activists. This approach challenges students to consider that, as the proverb states, “it is better to light a candle, than curse the darkness.”

As students engage with this unit, there will undoubtedly be opportunities for their teacher to support them as they make sense of the evil reflected in appalling human actions. Many students will rely on their “worldview” in this process and situate what they are learning within the system of beliefs that are most familiar to them. The responsive teacher will want to acknowledge that this is happening and assist students in seeing both the challenges and benefits of this difficult but important growth experience. The teacher will also want to acknowledge and validate their students' belief systems rather than working to challenge them or ignore that they exist.

Depending on the culture of the classroom and school, it may be beneficial to tap into these “cultural assets” and allow them to enrich the unit. For example, students whose religious belief helps them understand the inherent weaknesses of human beings and societies may be willing to share how their tradition makes sense of evil.

Planning

There are several goals for this lesson. First, it is hoped that this lesson will empower students to use what they have learned to engage with issues that they care about. It can be overwhelming to consider all the problems in the world—especially given the increased exposure to shocking and terrible events offered by 21st century media. It can be easier to cope with reality if one recognizes their ability to make a difference within a personal or local “sphere” of influence. The goal is to help students move beyond the paralysis that may occur when one recognizes the magnitude of the world's problems and empowering appropriate actions. It can help students to know that while they cannot do everything, they will find benefit in doing, “what they can, with what they have, where they are.”

Second, through participation in this lesson, students should come to understand how they can engage in activism more productively and encourage others to do the same. True activism is distinguished from a “false form” of activism often referred to as “slacktivism.” Students will learn why this distinction is important if one's goal is truly to influence a social change. They will recognize the problem of false activism that makes people feel engaged but does not result in positive social change. The 21st century reality is that tools like social media make it easier for individuals to engage with issues at a superficial level. In doing so, their desire for engagement is met and they do not venture further and make a real difference through a more serious investment in addressing a social issue.

Third, students will understand that activism is not always laudable and good. Their teacher will help them recognize that the work of activists was often misplaced in the atrocities they studied.

For example, eugenics advocates promoted the sterilization of marginalized people. They should be brought to understand that activists who do not recognize the inherent dignity of all people and who self-define what is “good” will be likely to assist the perpetration of an atrocity.

Fourth, students will learn how important raising awareness about an issue can be. It is a necessary precursor to activism—logically, a person can’t act on a cause that is outside his or her realm of recognition. Students will consider how they can most productively engage with their issue through an awareness campaign. Activism that really affects change usually requires the involvement of more than one person. Students will learn that raising awareness is the first step toward making a difference.

Introduction and Pre-assessment

To help the students prepare for this lesson, the teacher will want to ask the students to complete the Activism Preassessment. While completing this pre-assessment, the students will consider issues they care about and also which ones they think they may actually be able to address. The students should be encouraged to see this concern for certain issues as an outward manifestation of their uniqueness as a human person. As the students list their issues, the teacher will want to observe their entries and encourage individuals to list at least a few issues that might be within their sphere of influence. For example, if a student lists that he or she is concerned with the practice of gender selective abortion in China, they might be encouraged to consider what connects to this within the United States or their local community. The goal would be for students to list at least one issue that would be appropriate to choose later when they decide the focus of their awareness campaign.

Also in this pre-assessment, students will be asked to share what they already know about activism.

This information can be brought into the lesson during later stages.

Learning about Activism

During this part of the lesson, the teacher will educate the students about what activism is and what it is not. The teacher will also help students understand how raising awareness is essential to getting individuals to act in ways that address the social injustices that may someday result in the perpetration of an atrocity.

The presentation “Making a Difference Through Activism and Awareness?” can be used as it appears or the teacher may want to expand it. One way to do so would be to include examples of activism and slacktivism that are relevant to students. Another way would be to insert images and graphics.

First, the teacher will ask students to share what they included on their pre-assessment as an example of activism. As the teacher listens to the students, he/she may want to type the examples into the slide provided in the presentation with the heading, “What were the examples of activism you included in your pre-assessment?” After the students have shared their examples, the teacher will tell the students that they are going to learn about the difference between activism and a false form of activism (one that is not really effective) called “slacktivism.” The students will benefit from knowing that the word “slacktivism” is a combination of two words “slacker” and “activism.” Sometimes the concept is referred to as “armchair” activism. The teacher will tell the students that after they learn about activism, they will “revisit” these examples and see if they should be considered activism or slacktivism.

Next the teacher will present his/her students with two definitions of activism. For the purposes of this unit, activism is:

- ◆ efforts to promote, impede, direct, or intervene in social, political, economic, or environmental reform with the desire to make changes in society.⁷
- ◆ the use of direct and public methods to try to bring about social and political changes that you and others want.⁸

After sharing these definitions, the teacher will want to ask students to look at their pre-assessment responses and consider whether their initial definition had aspects in common with these two. The students can then be encouraged to supplement or revise the response on their pre-assessment.

Activism should then be distinguished from “slacktivism.” Slacktivism is often pursued because it allows a person to feel good about themselves but not have to invest or risk very much. The teacher may want to refer to the preassessment question, “Why do people want to engage in activism?” and ask if anyone indicated that activism can make a person feel good about themselves (a “do gooder”). While this is not a problem in itself, it can misdirect a person’s energies from making real, positive changes. For example, if someone can “like” a post in Facebook, he or she may feel they do not need to actually help other people who are in need in their very own neighborhood or community. The teacher may want to compare someone who is a slacktivist to an activist the students already know about. For example, Jérôme LeJeune, who was featured in a previous lesson, was a doctor who used his expertise to lobby for the rights of individuals with Down syndrome both before and after birth, and pressured the medical profession to examine the standard of care for persons with Down syndrome. His decision to champion the rights of individuals with the disability of trisomy 21 meant that he made many professional enemies and sacrificed prestige.

Students should be encouraged to see the difference between slacktivism and activism. It helps to consider how their “inputs” and “outputs” differ. Activism requires more from a person and does more as a result.

It requires an investment of time, energy, money, thought, and sometimes even one’s reputation or status. Slacktivism does not require much investment and is rather “lazy.” It involves superficial efforts that make a person feel good about their engagement with a cause but does not really result in much real change.

After these slides are reviewed, the students can revisit their examples of activism and discuss how they compare with the definitions that have been shared. The teacher can engage with students as they analyze their original understanding of activism and how it might have been changed.

Now the teacher will want to extend students’ understanding of activism one step further. He or she will want students to understand that not all activism results in social changes or impacts that would be considered “good” by others or judged positively in the future. At this point, it will be helpful for the teacher to make a connection between this lesson and previous lessons by pointing out that activists were involved in the atrocities that were studied previously. Activism is not to be valued in and of itself, rather it is the particular goals and actions of activists that are most important. The teacher will want to emphasize that activists whose actions result in changes that contribute to the common good are guided by the recognition of the inherent dignity of each human person and operate with an understanding of what is “objectively good.” The teacher should highlight that the ideologies and philosophies of activists shape their understanding of an issue and influence how they choose to act.

At this point, the teacher may want to highlight Jérôme LeJeune as an activist who worked for the common good. More information about Dr. LeJeune can be found at: <https://lejunefoundation.org/jerome-lejeune/>

⁷ Wikipedia 1/9/19, <https://en.wikipedia.org/wiki/Activism>

⁸ Cambridge Dictionary 1/9/19, <https://dictionary.cambridge.org/us/dictionary/english/activism>

Homework

For homework, the students will complete the “Awareness Campaign Proposal Template.” This proposal is simply that—a proposal with the goal of stretching students’ thinking in a way that promotes the application of their learning. It is outside the scope of this unit for the students to actually carry out their awareness campaign in their school or community. However, if this were feasible and reasonable, that would be encouraged. The teacher will want to make sure that students understand that their goal is to plan a campaign (and practice the thinking involved) but not actually implement it.

As students think through their awareness campaign, they will be asked to commit to an issue that they care about, define it, and decide how to communicate with a specific audience about the issue with a specific set of messages. A campaign of this variety, if developed by an advocacy group or charitable organization, would involve a much more laborious process and involve both precise inquiry and systematic thinking. The teacher should make sure the students know that in completing their proposal, they will think in a very simple way about the process involved in an awareness campaign.

As students complete their proposal, they will benefit from teacher support and the opportunity to ask questions. They may require explanations for the various prompts. The students will also find the rubric helpful as they prepare their proposals. The information on the rubric will aid students as they complete the project.



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