

GENOCIDE

HUMANKIND'S PERPETUAL FAILURE

A SERIES OF LESSONS FOR SENIOR

CANADIAN &
WORLD STUDIES
COURSES, CANADIAN
& INTERNATIONAL LAW
& ENGLISH



Friends of Simon Wiesenthal Center For Holocaust Studies

Rabbi Marvin Hier
President & CEO
Founder & Dean

Avi Benlolo
President & CEO, Canada

Samuel Belzberg
Honourary Chairman

Gerald W. Schwartz
Chairman

Lawrence S. Bloomberg
Paul Bronfman
Tony Comper
Gordon R. Diamond
Joel Feldberg
Dr. Max Glassman
Malka Green
Rabbi Marvin Hier
Rabbi Meyer H. May
Philip Reichmann
Honey Sherman
Alex Shnaider
Allan Silber
Brian Steck
Raymond Stone
Richard Venn
Sandra Waldman
Cecil Yolles
Board of Directors

David Asper
Hon. Bob Rae
Isadore Sharp
Lawrence Tanenbaum
Mark Waldman
Honourary Members

Leo Adler
Director, National Affairs

Walter Arbib
Brad Ashley
Norman Bacal
Cecil Brauer
Merrick Falkenstein
Alan Farber
Jack Fine
Ron Frisch
Joseph Gottdenker
Allen Grinberg
Tom Koffler
Helene Korn
Murray Menkes
Oded Orgil
Hymie Penn
Jill Reitman
Richard Sacks
Mike Sereny
Dorothy Shoichet
Harry Silverberg
Arthur Stern
Mark Teitelbaum
Mark Weisbarth
Eric Weisz
Michael Work
Board of Governors

Friends:

Simon Wiesenthal believed that hate and intolerance can be prevented through education: people are not born to hate, they are taught to hate.

In extreme cases culminating in Genocide, people are taught to murder the *Other* – to *become* war criminals. Education, believed Wiesenthal, can inoculate against an historic human tendency to commit heinous crimes against humanity.

In our effort to educate the next generation, Friends of Simon Wiesenthal Center is pleased to offer its latest curriculum: *Genocide, Humankind's Perpetual Failure*. We thank our Board of Directors for its support and encouragement in our effort to make our world free of hatred and intolerance.

May this document serve to repair our world.

Avi Benlolo
President & CEO,
Friends of Simon Wiesenthal Center
September 2008

5075 Yonge Street #902 Toronto Ontario Canada M2N 6C6
Tel. 416-864-9735 Fax 416-864-1083 Toll Free 1-866-864-9735 www.fswc.ca www.wiesenthal.com

Genocide: Humankind's Perpetual Failure



Friends of Simon Wiesenthal Center For Holocaust Studies

Rabbi Marvin Hier
President & CEO
Founder & Dean

Avi Benlolo
President & CEO, Canada

Samuel Belzberg
Honorary Chairman

Gerald W. Schwartz
Chairman

Lawrence S. Bloomberg
Paul Bronfman
Tony Comper
Gordon R. Diamond
Joel Feldberg
Dr. Max Glassman
Malka Green
Rabbi Marvin Hier
Rabbi Meyer H. May
Philip Reichmann
Honey Sherman
Alex Shnaider
Allan Silber
Brian Steck
Raymond Stone
Richard Venn
Sandra Waldman
Cecil Yolles
Board of Directors

David Asper
Hon. Bob Rae
Isadore Sharp
Lawrence Tanenbaum
Mark Waldman
Honorary Members

Leo Adler
Director, National Affairs

Walter Arbib
Brad Ashley
Norman Bacal
Cecil Brauer
Merrick Falkenstein
Alan Farber
Jack Fine
Ron Frisch
Joseph Gottdenker
Allen Grinberg
Tom Koffler
Helene Korn
Murray Menkes
Oded Orgil
Hymie Penn
Jill Reitman
Richard Sacks
Mike Sereny
Dorothy Shoichet
Harry Silverberg
Arthur Stern
Mark Teitelbaum
Mark Weisbarth
Eric Weisz
Michael Work
Board of Governors

Dear Educator,

Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) is pleased to offer Ontario second-ary school teachers this genocide curriculum for inclusion and integration in their classrooms.

With the rise of Antisemitism and Holocaust denial around the world and the continued genocide rag-ing in Darfur, the study of human rights abuses and mass murder is essential for our students now, perhaps more than ever. Indeed, it is incumbent upon educators and scholars in democratic nations to teach our students these issues and imbue in them a sense of responsibility for the world they will inherit and surely lead into the future.

For over 40 years, the Simon Wiesenthal Center has used the universal lessons of the Holocaust to preach tolerance, respect for human dignity and the pursuit of justice. It was Simon Wiesenthal himself who said, "Freedom is not a gift from the heavens; one must fight for it every day." FSWC believes that education is the weapon of choice in the battle for freedom and equality. For this reason, the Center developed GENOCIDE: Humankind's Perpetual Failure, a curriculum of genocide studies to compliment our previously-released curriculum on Antisemitism for Ontario schools. Both units are fully compliant with Ministry of Education curriculum dictates and easy to navigate, offering teachers step-by-step instructions and complimentary materials and resources.

After World War II the world declared "Never Again!" Never again would civilized nations allow the sort of racism and prejudice that permeated Europe and lead to the murder of six million innocent Jews. Tragically, this cry has fallen on deaf ears, as the Holocaust followed Armenia, the Ukrainian Famine, and Nanjing and was succeeded by Cambodia, Rwanda, Bosnia and now the horrors of Darfur.

Writing of his experiences in the concentration camps of Poland, Simon Wiesenthal once explained, "I was consumed by a feeling that the world has conspired against us and our fate was accepted with-out a protest, without a trace of sympathy." If liberal nations do not cry out, who will? If people of con-science do not investigate, who will? If scholars and educators do not teach, who will? We urge you to use this Curriculum, delve into its lessons and benefit from its messages so that no man, woman or child will ever feel the way Mr. Wiesenthal did that day in Poland.

We thank Emily Rose Antflick, Lindsay Soberano-Wilson and Carrie Swartz for their invaluable assis-tance in creating these lessons. We also thank Meri Marja-tertu MacLeod, Human Rights Education Advisor at the Limestone District School Board for her tireless leadership and vision throughout the development of this Curriculum.

Michael Ettedgui,
Education Consultant, FSWC
September 2008

5075 Yonge Street #902 Toronto Ontario Canada M2N 6C6
Tel. 416-864-9735 Fax 416-864-1083 Toll Free 1-866-864-9735 www.fswc.ca www.wiesenthal.com

Genocide: Humankind's Perpetual Failure

3

Contents

- 1** Friends
- 3** Dear Educator
- 5** Contents
- 7** Letters of Endorsement
- 10** Expectations
- 17** Overview of Lessons
 - Learning Objectives
 - Accommodations
- 18** Resources
- 23** Introduction to Genocide, Lesson 1
 - Lesson 1 Handouts
- 31** Genocide in the 20th and 21st Centuries, Lesson 2
 - Lesson 2 Handouts
- 41** Carousel Activity: Tracing the Eight Stages of Genocide, Lesson 3
 - Lesson 3 Handouts
- 47** Genocide and the Canadian Criminal Code-Essay and Mock Trial, Lesson 4
 - Lesson 4 Handouts
- 63** Faces of Genocide: A Gallery Exhibit of Survivors, Lesson 5
 - Lesson 5 Handouts
- 67** Never Again: Independent Social Action Projects
- 68** About Us



SÉNAT



SENATE

Lgèn L'honorable R.A. Dallaire, OC,
CMM, CSM, CD, (ret.), Sénateur

LGen The Honourable R.A. Dallaire, OC,
CMM, MSC, CD, (Ret'd), Senator

September 4, 2008

Mr. Michael Ettedgui
Education Consultant
Friends of Simon Wiesenthal Center for Holocaust Studies
5075 Yonge Street, Suite 902
Toronto, Ontario
M2N 6C6

Dear Mr. Ettedgui,

I am writing to express my support for the Friends of Simon Wiesenthal Center newest "Genocide Curriculum" for Ontario Secondary Schools.

Becoming aware of the human failings of the past through an objective and rigorous education arms the youth of today to face the complex moral and ethical dilemmas of the future.

This program is an outstanding source of hard facts that humanity must never forget. Well done indeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Dallaire", written over a large, stylized, light-colored mark that resembles a large letter 'D' or a stylized 'L'.

LGen the Hon. Roméo A. Dallaire, (Ret'd), Senator

479-S Édifice du Centre Block
Ottawa, (Ontario)
K1A 0A4

Tél/Tel: (613) 995-4191
Télec/Fax: (613) 995-4219
dallan@sen.parl.gc.ca



June 12, 2007

Michael Ettedgui
Education Associate
Friends of Simon Wiesenthal Center for Holocaust Studies 902-5075
Yonge Street
Toronto, ON
M2N 6C6

Dear Mr. Ettedgui,

I have recently had the pleasure of reviewing your recently created "FSWC **Genocide Curriculum**," which was developed with leadership input by my brilliant former student Emily Rose Antflick. I heartily endorse its usage in the Ontario secondary school system.

I am confident that this curriculum has the potential to sensitize Canadian students to the dangers of racial and ethnic intolerance and the importance of engaged and ethical citizenship. I appreciate the curriculum's entire sequence of 5 lessons. Lesson 1, *Genocide in the 20th and 21st* provides a good foundation for the unit by encouraging students to become 'experts' on a range of genocide cases, and to compare these cases to understand the causes of genocidal bigotry and aggression. Lesson 2, *Stages of Genocide*, should develop students' understanding of how and why recent genocides happened. As a citizenship and peacebuilding educator and scholar, I was especially impressed with Lesson 3, *Genocide and the Canadian Criminal Code*, Lesson 4, *Faces of Genocide*, and Lesson 5, *Social Action Project*, which will actually engage students in developing critical thinking skills and a sense of efficacy to act as citizens in defence of tolerance, pluralism, anti-racism, and democratic inclusion.

I am also pleased to see that this curriculum unit includes appropriate advice for teachers throughout, with the expectation that they will modify at their discretion, and that it lists key connections to curriculum expectations set forth by the Ontario Ministry of Education. This will enable teachers to implement this curriculum with little difficulty.

Best wishes and thanks for this very worthy initiative.

Sincerely



Kathy Bickmore, Ph.D., Associate Professor Curriculum, Teaching &
Learning Department OISE/University of Toronto
252 Bloor St. West — rm. 10-170
Toronto, Ontario M5S 1 V6 CANADA

Cc: Emily Rose Antflick, MA Candidate
Department of Curriculum, Teaching and Learning Ontario Institute for
Studies in Education.



Michael Ettedgui
Education Associate

Friends of Simon Wiesenthal Center for Holocaust Studies
5075 Yonge Street, Suite 902
Toronto, Ontario
M2N 6C6
Canada

Dear Mr. Ettedgui,

Thank you for the opportunity to review the "FSWC Genocide Curriculum" unit for secondary school students that you developed with Emily Rose Antflick. As the lead author of the Civics curriculum in Ontario and as an author and reviewer of many citizenship education resources in Canada and internationally, I find the unit to be both interesting and substantive for adolescent learners. The unit is of particular importance in the context of citizenship education in that it introduces students to the conceptual complexities of genocide, provides opportunities for students to become informed about different examples of genocide, and encourages civic literacy development through the investigation and analysis of current cases and opportunities provided for students to consider their civic responsibilities in relation to issues of global significance. The unit will also be helpful for teachers as it explicitly identifies areas of the curriculum where it can be infused.



Mark Evans Ph.D.
Department of Curriculum, Teaching & Learning
Ontario Institute for Studies in Education
University of Toronto, 252 Bloor St. West
Toronto, Ontario M5S 1V6

Cc: Emily Rose Antflick, MA Candidate
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education

OVERALL EXPECTATIONS

The lessons are primarily suitable for Canadian and World Studies courses such as Grade 10 Canadian History Since World War I (CHC 2D), Grade 11 World History Since 1900: Global and Regional Perspectives (CHT 30) and Grade 12 World History: The West and the World (CHY 4U). Elements of Grade 10 English (ENG 2D) are also included throughout the lessons

Lesson 4 corresponds to Canadian and International Law (CLN 4U) as well as Grade 10 and Grade 11 History.

Lesson 5 corresponds to English, Grade 10 (ENG 2D) as it applies to the four strands: Oral Communication, Reading and Literature Studies, Writing and Media Studies.

Teachers are urged to find other curriculum connections in the various secondary school grades and subjects.

ONTARIO MINISTRY OF EDUCATION EXPECTATIONS

CHC 2D – Canadian History Since World War I, Grade 10

Communities: Local, National, and Global

Overall Expectations:

CGV.02: Analyze the impact of external forces and events on Canada and its policies since 1914.

CGV.04: Assess Canada's participation in war and contributions to peacekeeping and security.

Specific Expectations:

CG2.04: Explain the impact in Canada of the experience and memory of the Holocaust.

CG4.04: Analyse significant events related to the Holocaust (e.g. the rise of Antisemitism and Nazism; Kristallnacht; establishment of ghettos, concentration camps and death camps) and Canada's response to those events.

Methods of Historical Inquiry and Communication

Overall Expectations:

MIV.01: Formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources.

MIV.02: Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry.

MIV.03: Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations:

MI1.01: Formulate different types of questions (e.g., factual: What were the elements of the Lend-Lease agreement?; causal: What were the causes of the Winnipeg General Strike?; comparative: How were patterns of immigration to Canada in the 1930s different from those in the 1990s?; speculative: What would be some of the consequences of closer economic ties with the United States?) when researching historical topics, issues, and events.

MI1.02: Gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations (e.g., school and public



libraries, resource centres, museums, historic sites, community and government resources).

MI1.05: Organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps).

MI2.01: Analyse information employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short and long-term consequences).

MI2.05: Complete research projects that reflect or contain the elements of an historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

ENG 2D – English, Grade 10

Oral Communication

Overall Expectations:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Specific Expectations:

1.4. Demonstrating Understanding of Content: identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways (e.g., listen to a read-aloud of a scene from a Shakespeare play and summarize the content; use a graphic organizer to compile the main ideas and supporting details from several television newscasts about a current event/issue). *Teacher prompt:* "What conflict is being developed in these two scenes from the play? Which scene do you understand most clearly? Why?"

1.5. Interpreting Texts: develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations (e.g., explain how the narrator's tone in the voice-over influenced their interpretation of the visuals in a movie trailer; explain similarities and differences between the deliveries of a monologue in the stage and film productions of a play). *Teacher prompt:* "What lines in the voiceover in the movie trailer did you interpret differently from your partner? How does the dialogue in the scene clips support each of your interpretations?"

3.1. Metacognition: describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills (e.g., explain how they used visual and audio aids to clarify ideas in a small-group presentation; discuss what they find most difficult about presenting orally in class, and list strategies that might make it easier). *Teacher prompts:* "How do you check to be sure that the audience understands what you are saying?" "How would you describe the way you participate in group discussions?" "What strategies did you use to help you transfer what you heard into what you needed to know?"

Reading and Literature Studies

Overall Expectations:

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Specific Expectations:

1.3. Demonstrating Understanding of Content: identify the most important ideas and supporting details in texts, including increasingly complex texts (e.g., flag key passages that reveal character in a text; highlight or make notes about ideas or details that support the author's thesis; prepare a series of tableaux



to represent key events in a story; determine what essential information is conveyed by the captions in a graphic text). Teacher prompt: "What details in the essay are most necessary to support the author's thesis?"

1.4. Making Inferences: make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., explain what the dialogue in the story indirectly or implicitly reveals about a character; make inferences about the target audience for two different newspapers based on the stories the papers feature most prominently and cover in most detail). Teacher prompts: "What is the subtext in the conversation between these two characters?" "What can we infer from the arrangement of the news on the front page and following pages of a newspaper?"

1.7. Evaluating Texts: evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions (e.g., explain why the plot of a novel is believable or not; explain why one online information source is more useful than another; explain some of the ways in which a particular novel engages the reader; explain why the wording of the text in an advertisement succeeds in capturing the attention of its teen audience) Teacher prompts: "Is the author relying too much on coincidence to resolve the plot?" "Is the behaviour of the characters believable in the circumstances?" "How does the first chapter of the novel engage your attention and make you want to read further?"

4.2. Interconnected Skills: identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (e.g., describe in a double-entry journal how viewing pictures of a historical period contributes to their understanding of fiction set in that period). Teacher prompts: "How did viewing and making jot notes on the slide presentation about the historical period help you to understand the novel's setting?" "Did creating a role-play about the conflict contribute anything new to your understanding of the central character's motivation?"

Writing

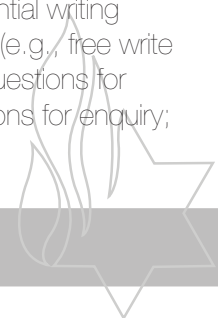
Overall Expectations:

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Specific Expectations:

1.1. Identifying Topic, Purpose, and Audience: identify the topic, purpose, and audience for a variety of writing tasks (e.g., an academic essay examining a theme in one of Shakespeare's plays for the teacher; a speech about an Aboriginal leader or role model for peers; a rite-of-passage narrative relating the experience of a fictional character for peers and adults; a narrative about a significant personal moment in their own Grade 9 experience for new Grade 9 students; an article on a local issue for a community newspaper). Teacher prompt: "What is your principal audience? What approach could you take in your writing to appeal to that audience?"

1.2. Generating and Developing Ideas: generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., free write or consult a writing journal to evolve or focus a topic for a narrative; identify and rank focus questions for further investigation; brainstorm in a small group to create a list of potential topics and questions for enquiry;



conduct an electronic search for information on an author for a class project; summarize and paraphrase information. *Teacher prompts:* "Which research sources did you find most useful?" "How do you know your sources are credible?" "What did nonprint resources [e.g., taped interviews] contribute to the information you collected?"

1.5. Reviewing Content: determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task (e.g., verify information in another source; review supporting quotations to ensure that they accurately illustrate the intended point; use a checklist to ensure that all main points are adequately supported). *Teacher prompts:* "How do you know that your data are valid?" "Are there inconsistencies in your information?" "Are there significant omissions that need to be addressed?"

2.3 Diction: use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience (e.g., identify concrete, specific words they can use to depict objects and events vividly and with exactness; identify long-winded expressions they can replace with more concise language) *Teacher prompts:* "What tells you more about the kind of food the characters ate, the phrase 'gooey dark chocolate fudge cake' or the word 'dessert'?" "Is there a shorter way to say 'The fact of the matter is', or 'At this point in time'?"

2.4. Sentence Craft and Fluency: write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas (e.g., use a variety of sentence structures, including compound complex sentences; use prepositional and participial phrases and adjectival and adverbial clauses to add details and/or qualifying information; insert rhetorical questions for emphasis in an argumentative essay; insert a sentence fragment to interrupt the flow in a paragraph for effect; use subject-verb inversion to vary sentence rhythm). *Teacher prompts:* "How could you change some sentences in the paragraph to avoid using the same sentence patterns over and over again?" "How could you add this necessary information without writing a complete new sentence or each separate detail?"

2.5 Critical Literacy: explain how their own beliefs, values, and experiences are revealed in their writing (e.g., compare their writing on a topic with a piece written from a different viewpoint and identify and explain the differences; write in-role to support an opinion with which they personally disagree and use feedback from a partner to assess whether they have represented the position fairly). *Teacher prompts:* "Did examining a different perspective on the topic alter your own ideas about the topic?" "Whose voices might be inaccurately represented or not heard in your writing?"

2.6. Revision: revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (e.g., reinforce a mood or feeling by sharpening the focus of the imagery and other rhetorical devices in a poem or short story; identify and remove redundancies and clarify or expand supporting details; rearrange ideas to improve parallel structure in a comparison and contrast essay). *Teacher prompts:* "Can your writing partner clearly identify your thesis?" "Which images has your writing partner identified as least effective?" "Have you positioned the supporting quotations you have selected appropriately for the best effect?"

2.7. Producing Drafts: produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions). *Teacher prompts:* "As a final check for clarity, try writing a summary of your draft." "Identify and count the different sentence structures you have used in your draft. Would your writing be more interesting if you used a greater variety of sentence types and structures?"

3.1 Spelling: use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors (e.g., spell correctly specific historical, academic, and literary terms used in course materials; relate spelling patterns to word origin and meaning by examining the linguistic roots of words; maintain a list of words with "trick" spellings; use print and electronic

spelling resources and knowledge of some international spelling variations to check accuracy and select preferred "Canadian" spellings where appropriate; use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings). *Teacher prompt*: "If you find a word that may be misspelled, highlight or underline it so that your partner can check the spelling."

3.2. Vocabulary: build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose (e.g., find specialized or academic vocabulary in reference resource materials to replace vague or inaccurately used words; maintain a list of examples of technical terms and media phrases with their uses in various contexts; maintain a list of homonyms, with their different meanings and uses in context; use a dictionary to find the etymology of unfamiliar words in a history or science article). *Teacher prompt*: "How do you go about building a writing vocabulary? What strategies do you use to incorporate into your writing some of the new words that you encounter in your reading?"

3.3. Punctuation: use punctuation correctly and appropriately to communicate their intended meaning (e.g., use the semicolon to separate independent clauses and items in a list that contain sublists separated by commas; use underlining or italics to indicate book titles; use quotation marks to indicate titles of shorter works). *Teacher prompts*: "It was a good idea to combine these two sentences into one, but have you used the right punctuation mark to separate the two clauses?" "How should we punctuate this list when some of the items in it already include lists of their own?"

3.4. Grammar: use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently (e.g., construct a variety of phrases and clauses and arrange them appropriately to write complete and correct simple, compound, complex, and compound-complex sentences; select verb tenses appropriate to the particular context; make subjects and verbs agree; make pronouns agree with their antecedents). *Teacher prompts*: "How will highlighting subjects and their attendant verbs help you identify sentence fragments?" "What do you need to change in your sentence to make the verb agree with the subject?"

3.5. Proofreading: proofread and correct their writing, using guidelines developed with the teacher and peers (e.g., consult print and electronic resources to ensure that words with more than one connotation are used appropriately in the context; discuss with a partner how to correct identified problems). *Teacher prompts*: "Are there some kinds of errors you make more often than others? What can you do to catch such repeated errors?" "Why is the role of an editor so important?"

Media Studies

Overall Expectations:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts.
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Specific Expectations:

1.3. Evaluating Texts: evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose (e.g., determine whether they get more information about a news story from a TV clip or a newspaper report; determine how accurately an animated children's film featuring animal "characters" depicts aspects of human societies). *Teacher prompt*: "What does this animated film do better – show you what the characters do or explain why they do it?"

3.4. Producing Media Texts: produce media texts for a variety of purposes and audiences, using appropri-



ate forms, conventions, and techniques (e.g., a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting the contributions of Aboriginal people). *Teacher prompt*: "What product could you create to raise funds for an international social justice cause?"

4.1 Metacognition: describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers (e.g., explain how a checklist helped them focus their efforts during production of a media text; use a checklist to assess their strengths as media creators and to identify areas for improvement; identify alternative production strategies they might find useful in the future). *Teacher prompt*: "How did analysing an effective running-shoe ad help you in creating your own ad for the same product?"

CHT 3O – World History Since 1900: Global and Regional Perspectives, Grade 11

Citizenship and Heritage

Overall Expectations:

CHV.01: Assess the importance of nationalism and internationalism in the world since 1900.

CHV.02: Analyse the relationship between the individual and those in authority in various societies since 1900.

Specific Expectations:

CH1.02: Explain how nationalism has affected existing institutions and the lives of citizens (e.g., growth of Basque and Québécois identities; efforts to establish Jewish and Palestinian homelands; Sikh and Hindu clashes; Cold War rivalries; aspirations of Aboriginal nations; spread of religious fundamentalism; conflicts in the former Yugoslavia).

CH1.04: Explain how internationalism has affected existing institutions and the lives of citizens (e.g., idealism in League of Nations agencies, anti-war and anti-nuclear protests, the Green movement).

CH1.05: Analyse how and why certain individuals have become the accepted symbols of national or international movements (e.g., V.I. Lenin, Albert Einstein, Mohandas Gandhi, Eleanor Roosevelt, Eva Peron, Ho Chi Minh, Fidel Castro, Margaret Thatcher, Nelson Mandela, Mother Teresa).

CH2.02: Describe factors that have interfered with individual and group rights since the beginning of the twentieth century (e.g., secret police and rigid censorship, policies of racial and ethnic exclusion and cleansing, gender-role restrictions, homophobia, poverty).

CH2.03: Analyse the growth of individual and group democratic rights in selected societies since 1900 (e.g., extension of the secret ballot, reduction of age and gender inequalities, global improvements in literacy and health, spread of ideas via global telecommunications technologies).

CH2.04: Explain how genocides that have taken place since 1900 have affected not only the victims and victimizers but also the world at large (e.g., famine in Ukraine, the Holocaust, mass executions under Pol Pot, Rwandan genocide, ethnic cleansing in Bosnia).

CHY 4U – World History: The West and the World, Grade 12

Communities: Local, National and Global

Overall Expectations:

COV.03: Evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present.



Specific Expectations:

CO3.02: Analyse key factors that have led to conflict and war (e.g., demographic pressures, as in the dislocation of Aboriginal populations; religious, cultural, and racial issues, as in the Russian pogroms, the American Civil War, the Mahdist insurrections, the Eritrean crisis; national and imperial rivalries, as in the Seven Years' War, the Napoleonic Wars, World War I, World War II, the Cold War; genocides, including the Holocaust; resource-based conflict, as in the Boer War and the Congo).

CO3.05: Identify significant organizations people have established to promote international cooperation (e.g., Congress of Vienna, Geneva Protocols, League of Nations, United Nations, Warsaw Pact, Organization of American States, African Union [AU], International Court of Justice) and assess their effectiveness.

CLN 4U – Canadian and International Law, Grade 12*Regulation and Dispute Resolution***Overall Expectations:**

RDV.03: Explain the major concepts, principles, and purposes of international law.

RDV.05: Explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process.

Specific Expectations:

RD3.01: Explain the major concepts (e.g., extradition, customary law, diplomatic immunity) and principles (e.g., general principles, treaties and customs) of international law.

RD3.03: Identify global issues that may be governed by international law (e.g., human rights, jurisdictional disputes, refugees and asylum, collective security, trade agreements).

RD3.04: Explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws (e.g., United Nations, World Health Organization, war crimes tribunals, International Monetary Fund, Interpol).



OVERVIEW OF LESSONS:

The Friends of Simon Wiesenthal Center for Holocaust Studies Genocide Curriculum will familiarize students with Canadian and international laws and standards concerning the identification and prevention of genocide, and the prosecution of genocide perpetrators.

Furthermore, students will not only learn about past genocides, but also current examples, enabling them to engage in social action projects and be inspired to speak out against prejudice and intolerance. Students will also have several opportunities to engage in research that will foster compassion and further develop their understanding of genocide by learning about the plights of specific individuals.

The lessons are comprised of cooperative learning exercises, such as a jigsaw, a carousel activity and think-pair-share; a persuasive essay and mock trial; and research projects and/or tasks. Both texts and films are utilized as well as various learning activities to appeal to multiple learning styles.

LEARNING OBJECTIVES:

Students will:

- Be well versed on the history of one particular genocide, and knowledgeable regarding notorious genocides of recent memory
- Apply defining characteristics of genocides to the specific case they have been assigned to research
- Recognize the stages of genocide in contemporary world events
- Identify and discuss the consequences of racism and intolerance
- Possess the knowledge and resources required to effectively advocate for the prevention of genocide
- Demonstrate an understanding of the roles of citizens and organizations (government as well as non-governmental organizations) in responding to genocidal events

ACCOMMODATIONS:

- Provide students with an organizational framework for recording information from sources
- Group students according to ability; spend more time giving explicit instructions to students who need more help
- Modify or adjust the number of questions and activities and their levels of difficulty to meet students' needs
- Provide options for assignments in order for students to work within their ability, interests and strength
- Place some students in pairs for extra peer support
- Adapt the timeline and due dates when necessary



RESOURCES:

Students and educators are welcome to use the **Harry and Barb Silverberg Reference Collection** housed in the **Friends of Simon Wiesenthal Centre for Holocaust Studies Resource & Leadership Training Centre**, located at 902-5075 Yonge Street, Toronto Ontario, M2N 6C6. Students are also urged to access the **Hellin Learning Centre**, an online resource located at www.fswc.ca.



The Harry and Barb Silverberg Reference Collection Catalogue can be accessed online at <http://www.fswc.ca/hellin-learning-centre.aspx>



Students are encouraged to visit the Hellin Learning Centre at <http://www.fswc.ca/hellin-learning-centre.aspx>



Beautiful Music. Narrated by Brooke Shields.

Ever Again. Narrated by Kevin Costner.

Echoes That Remain. Narrated by Martin Landau and Miriam Margolyes.

Genocide. Narrated by Elizabeth Taylor and Orson Welles. Winner of the 1981 Academy Award for Best Documentary Feature.

I Have Never Forgotten You: The Life and Legacy of Simon Wiesenthal.
Narrated by Nicole Kidman.

In Search of Peace. Narrated by Michael Douglas.

Liberation. Narrated by Sir Ben Kingsley, Miriam Margolyes, Patrick Stewart, Jean Boht and Whoopi Goldberg.

The Long Way Home. Narrated by Morgan Freeman. Winner of the 1987 Academy Award for Best Documentary Feature.

Unlikely Heroes. Narrated by Sir Ben Kingsley.





book



film



website



Available at Simon Wiesenthal Center for
Holocaust Studies Harry and Barb
Silverberg Reference Collection

SUGGESTED RESOURCES:

Holocaust



Arendt, Hannah. Eichmann in Jerusalem: A Report on the Banality of Evil. New York: Penguin Books, 2006.



Bauer, Yehuda. Rethinking the Holocaust. New Haven, Ct: Yale University Press, 2001.



Bernard-Donals, Michael. An Introduction to Holocaust Studies. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006.



Bloxham, Donald. Genocide on Trial: War Crimes and the Formation of Holocaust History and Memory. Oxford: Oxford University Press, 2001.



Cesarani, David. Eichmann: His Life and Crimes. London: Vintage, 2005.



Davidowicz, Lucy S. The Holocaust and the Historians. Cambridge, Mass: Harvard University Press, 1981.



Frank, Otto H. and Miriam Pressler, editors. Anne Frank: The Diary of a Young Girl. New York: Doubleday, 1995.



Gilbert, Martin. Auschwitz and the Allies. London: Mandarin, 1981.



Gilbert, Martin. Atlas of the Holocaust. London: Rainbird Publishing Group, 1982.



Gilbert, Martin. The Holocaust: The Jewish Tragedy. London: Collins, 1986.



Gilbert, Martin. The Righteous: The Unsung Heroes of the Holocaust. New York: Owl Book/Henry Holt, 2003.



Gilbert, Martin. Kristallnacht: Prelude to Destruction. New York: Harper Collins, 2006.



Goldhagen, Daniel Jonah. Hitler's Willing Executioners: Ordinary Germans and the Holocaust. New York: Vintage Books, 1999.



Gushee, Daniel P. Righteous Gentiles of the Holocaust: Genocide and Moral Obligation. St. Paul, Minnesota: Paragon House, 1994.



Gutman, Israel. Resistance: The Warsaw Ghetto Uprising. Boston: Mariner Books, 1994.



Harris, Whitney R. Tyranny on Trial: The Trial of the Major German War Criminals at the End of World War Two at Nuremberg, Germany, 1945-1946. Revised. Dallas: Southern Methodist University Press, 1999.



Hilberg, Paul. The Politics of Memory: The Journey of a Holocaust Historian. Chicago: Ivan R. Dee, 1996.

-  Keneally, Thomas. Schindler's List. New York: Simon and Schuster, 1982.
-  Laqueur, Walter, editor. The Holocaust Encyclopedia. New Haven, Ct: Yale University Press, 2001.
-   Levy, Daniel and Natan Sznajder. The Holocaust and Memory in the Global Age. Philadelphia, Penn: Temple University Press, 2006.
-   Lipstadt, Deborah E. Denying the Holocaust: The Growing Assault on Truth and Memory. New York: Plume/Penguin, 1994.
-   Lipstadt, Deborah. History on Trial: My Day in Court with a Holocaust Denier. New York: Harper Perennial, 2005.
-   Marton, Kati. Wallenberg: Missing Hero. New York: Arcade Publishing, 2002.
-   Nuremberg. Dir. Yves Simoneau. Alliance Atlantis, 2000.
-  Paldiel, Mordecai. The Righteous Among The Nations: Rescuers of Jews During the Holocaust. Jerusalem and New York: Yad Vashem and Collins, 2007.
-  Pringle, Heather. The Master Plan: Himmler's Scholars and the Holocaust. Toronto, Ont: Viking Canada, 2006.
-  Rawson, Claude. God, Gulliver and Genocide: Barbarism and the European Imagination, 1492-1945. New York: Oxford University Press, 2001.
-   Spiegelman, Art. Maus. A Survivor's Tale. I: My Father Bleeds History. 8th edition. New York: Pantheon Books, 1986.
-   Spiegelman, Art. Maus. A Survivor's Tale. II: And Here My Troubles Began. 4th edition. New York: Pantheon Books, 1991.
-   Steinweis, Alan E. Studying the Jew: Scholarly Antisemitism in Nazi Germany. Cambridge, Mass: Harvard University Press, 2006.
-   Walker, Andrew. Nazi War Trials. London: Pocket Essentials, 2006.
-   Wiesenthal, Simon. The Sunflower: On the Possibilities and Limits of Forgiveness. Revised and Expanded. New York: Schocken Books, 1998.

Armenia

-   Akcam, Taner. A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility. New York: Metropolitan Books, 2006.
-  DiCanio, Margaret. Memory Fragments from the Armenian Genocide: A Mosaic of a Shared Heritage. iUniverse, 2002.



 *The Armenian Genocide*, Two Cats, 2006, 60 minutes.

Bosnia and Kosovo

-   Cigar, Norman. Genocide in Bosnia: The Policy of Ethnic Cleansing. Texas: A&M UP, 1995.
-   Mertus, Julie. Kosovo, how myths and truths started a war. University of California Press, 1999.
-   Kosovo Report: Conflict, International Response, Lessons Learned. New York: Oxford UP, 2000.
-   Weine, Stevan. When History Is a Nightmare, Lives and Memories of Ethnic Cleansing in Bosnia-Herzegovina. New Jersey: Rutgers UP, 1999.

Cambodia

-  Kiernan, Ben. The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge, 1957-1979. Yale University Press, 2002.
-  Mills, Nicolaus et al. The New Killing Fields. New York: Basic Books, 2002.
-  Pran, Dith et al. Children of Cambodia's Killing Fields: Memoirs by Survivors. Yale UP, 1997.

Darfur

-  Marlowe, Jen et al. Darfur Diaries: Stories of Survival. New York, Nation Books, 2006.
-   Prunier, Gerard. Darfur: The Ambiguous Genocide. Ithica: Cornell UP, 2005.
-  Steidle, Brian and Gretchen Steidle Wallace. The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur. New York, Public Affairs, 2007.

Rwanda

-   Bazambanza, Rupert. Smile Through the Tears: the Story of the Rwandan Genocide. Montreal, Les Editions, 2005.
-  Dallaire, Roméo. Shake Hands with the Devil: The Failure of Humanity in Rwanda. Toronto: Random House, 2003.
-  *Shake Hands with the Devil: The Journey of Roméo Dallaire*. Dir. Peter Raymont. White Pine Pictures in association with CBC/Radio Canada, 2007.
-   Fisanick, Christina. The Rwanda Genocide. Farmington Hills, MI: Thomson Gale, 2004.
-   Gourevitch, Philip. We wish to inform you that tomorrow we will be killed with our families. New York: Picador, 1998.

 Hatzfeld, Jean. Machete Season: The Killers in Rwanda Speak. US: Farrar, 2003.

 *Hotel Rwanda*. Dir. Terry George. Metro Goldwyn Mayer, 2004.

  Mamdani, Mahmood. When Victims Become Killers: Colonialism, Nationalism and the Genocide in Rwanda. Princeton UP, 2001.

 Rucyahana, John and James Riordan. The Bishop of Rwanda. Nashville, Thomas Nelson, 2007.

 Tuhabonye, Gilbert. This Voice in My Heart: A Genocide Survivor's Story of Escape, Faith and Forgiveness. New York: Harper Collins, 2006.

Ukraine

 Isajiw, W. Wsevolod. Famine Genocide in the Ukraine: 1932-1933 Western Archives, Testimonies and New Research. Toronto: Ukrainian Canada, 2003.

 *The Forgotten Genocide*, 1991 Atlantis Productions, 28 minutes.

International Law, Intervention & the Responsibility to Protect

  Brunner, Kira and Mills Nicolaus. The New Killing Fields: Massacre and the Politics of Intervention. New York: Basic Books, 2003.

 Malanczuk, Peter. Akehurst's Modern Introduction to International Law. New York: Routledge, 1997

  Ratner, Steven R and Jason S. Abrams, editors. Accountability for Human Rights Atrocities in International Law: Beyond the Nuremberg Legacy, 2nd edition. Toronto: Oxford University Press, 2001.

  Ronayne, Peter. Never Again: The United States and the Prevention and Punishment of Genocide Since the Holocaust. Boston: Rowan, 2001.

 Saul, Ben. Defining Terrorism in International Law. Toronto: Oxford University Press, 2006.

 Schabas, William. Genocide in International Law. Cambridge UP, 2000.

  Westra, Joel H. International Law and the Use of Armed Force: The UN Charter and the Major Powers. New York: Routledge, 2007.

 Genocide Watch. Dec. 2007. <<http://www.genocidewatch.org/8stages1996.htm>>

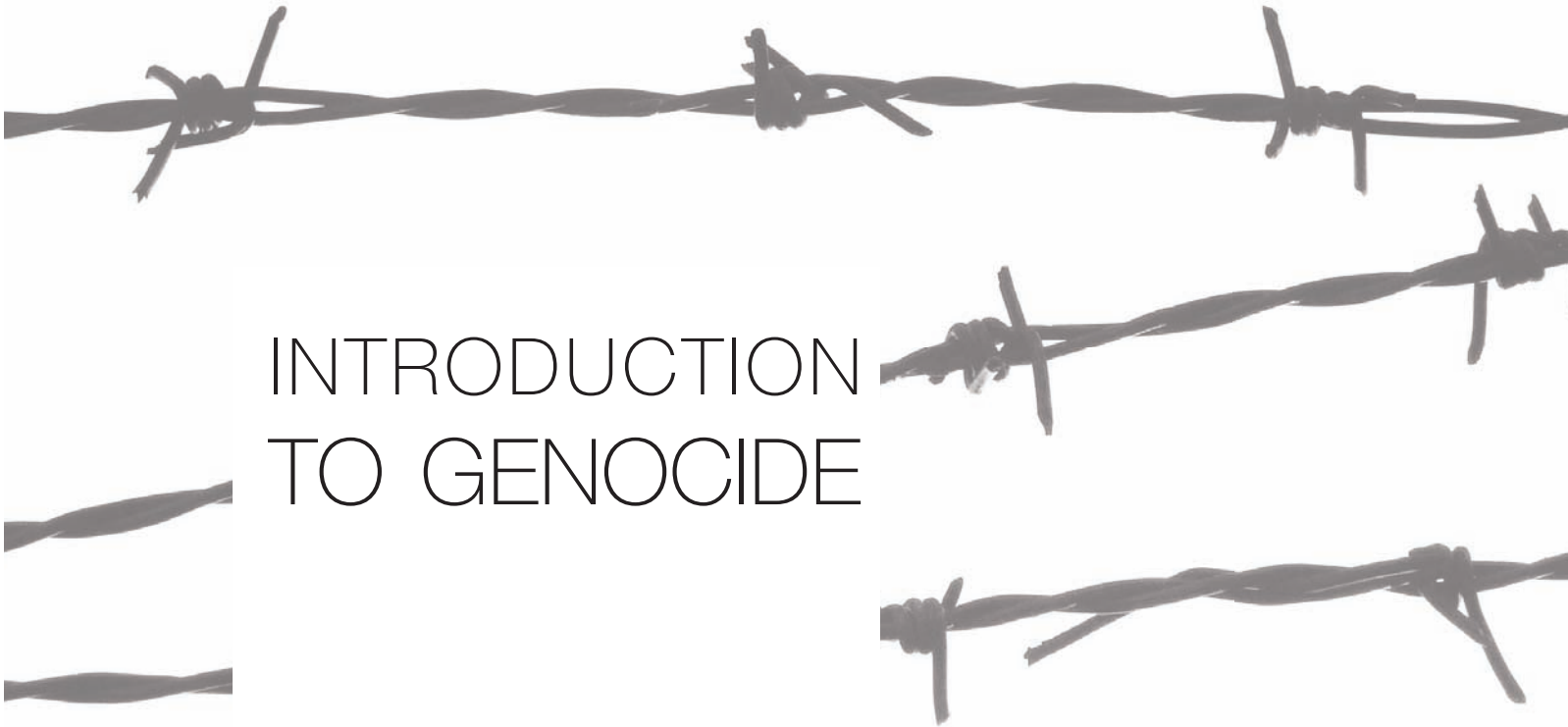
  Totten, Samuel. Teaching About Genocide: Issues, Approaches and Resources. Greenwich, Connecticut: Information Age Publishing, 2004.

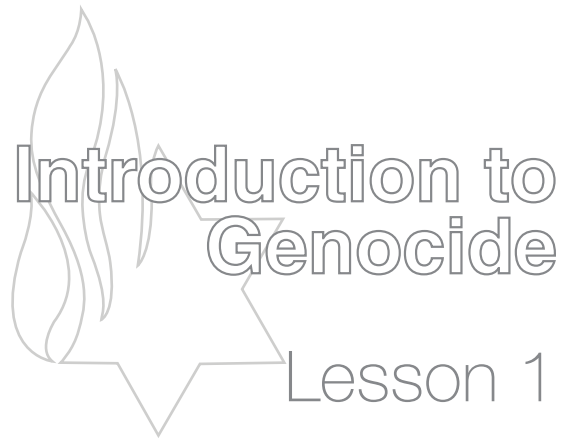
 United States Holocaust Memorial Museum. Dec. 2007. <<http://www.ushmm.org/conscience/history/>>



Lesson 1

INTRODUCTION TO GENOCIDE





Introduction to Genocide

Lesson 1

Time: One to two 80 minute periods

Materials: Internet access
Handout #1, Handout #2, Handout #3

Outline:

- 1 a) Introduction: In think-pair-share, students are asked to discuss what they know about genocide. Students use a brainstorming map to list all of the words, phrases, images etc. that come to mind when considering genocide (graphic organizer—handout #1 attached). The class discusses their findings.
- b) Students read the handout—*What is Genocide?* (handout # 2 attached) and then respond to the following questions in pairs:
 - 1) What is the difference between a massacre and genocide?
 - 2) What is the point of the term genocide? Why not just use the terms mass killings?
 - 3) Who coined the term genocide and why?
- c) Students compare and contrast terms and phrases to gain more of an understanding of genocide. Such terms include, but are not limited to civil war, tribal hatred, ethnic hatred, ethnic cleansing, ethnocide, atrocity, massacre, mass murder, genocidal process, selective genocide, and genocide. The goal should be to attempt to come to a conclusion as to the exact meaning of each term. The teacher is encouraged to model how this should be done by handling at least two terms.
- d) Students are introduced to Gregory H. Stanton's Eight Stages of Genocide (handout #3 attached).
- e) Students are divided into eight groups, and each group is responsible for thinking of ways to prevent the stage of genocide that they are assigned. Each group presents their findings to the class.
- f) Students are introduced to Stanton's preventative measures and identify how many of the solutions they came up with coincide with his ideas.

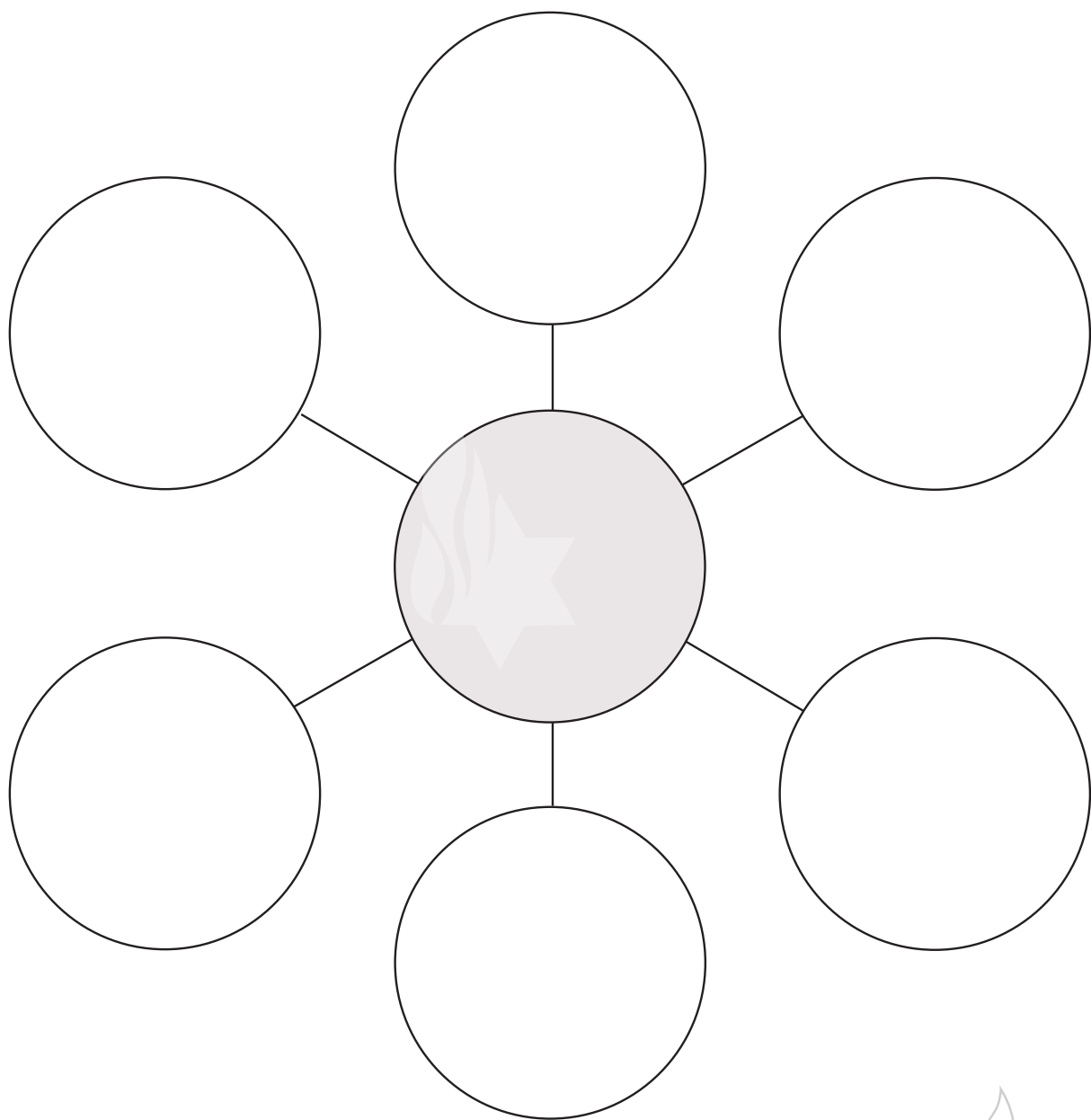


INTRODUCTION TO GENOCIDE

Topic _____

Name _____

Date _____



WHAT IS GENOCIDE?

The crime of genocide is defined in international law in the United Nations Convention on the Prevention and Punishment of Genocide.

Article II: In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article III: The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- (e) Complicity in genocide.

The Genocide Convention was adopted by the United Nations General Assembly on 9 December 1948. The Convention entered into force on 12 January 1951. More than 130 nations have ratified the Genocide Convention and over 70 nations have made provisions for the punishment of genocide in domestic criminal law. The text of Article II of the Genocide Convention was included as a crime in Article 6 of the 1998 Rome Statute of the International Criminal Court.

Punishable Acts

The following are genocidal acts when committed as part of a policy to destroy a group's existence:

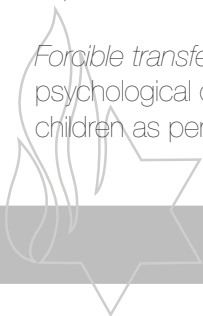
Killing members of the group includes direct killing and actions causing death.

Causing serious bodily or mental harm includes inflicting trauma on members of the group through widespread torture, rape, sexual violence, forced or coerced use of drugs, and mutilation.

Deliberately inflicting conditions of life calculated to destroy a group includes the deliberate deprivation of resources needed for the group's physical survival, such as clean water, food, clothing, shelter or medical services. Deprivation of the means to sustain life can be imposed through confiscation of harvests, blockade of foodstuffs, detention in camps, forcible relocation or expulsion into deserts.

Prevention of births includes involuntary sterilization, forced abortion, prohibition of marriage, and long-term separation of men and women intended to prevent procreation.

Forcible transfer of children may be imposed by direct force or through fear of violence, duress, detention, psychological oppression or other methods of coercion. The Convention on the Rights of the Child defines children as persons under the age of 14 years.



WHAT IS GENOCIDE?

Genocidal acts need not kill or cause the death of members of a group. Causing serious bodily or mental harm, prevention of births and transfer of children are acts of genocide when committed as part of a policy to destroy a group's existence.

It is a crime to plan or incite genocide, even before killing starts, and to aid or abet genocide: Criminal acts include conspiracy, direct and public incitement, attempts to commit genocide, and complicity in genocide.

Key Terms

The crime of genocide has two elements: intent and action. *"Intentional" means purposeful.* Intent can be proven directly from statements or orders. But more often, it must be inferred from a systematic pattern of coordinated acts.

Intent is different from motive. Whatever may be the motive for the crime (land expropriation, national security, territorial integrity, etc.), if the perpetrators commit acts intended to destroy a group, even part of a group, it is genocide.

The phrase "in whole or in part" is important. Perpetrators need not intend to destroy the entire group. Destruction of only part of a group (such as its educated members, or members living in one region) is also genocide. Most authorities require intent to destroy a substantial number of group members – mass murder. But an individual criminal may be guilty of genocide even if he kills only one person, so long as he knew he was participating in a larger plan to destroy the group.

The law protects four groups - national, ethnical, racial or religious groups.

A national group means a set of individuals whose identity is defined by a common country of nationality or national origin.

An ethnical group is a set of individuals whose identity is defined by common cultural traditions, language or heritage.

A racial group means a set of individuals whose identity is defined by physical characteristics.

A religious group is a set of individuals whose identity is defined by common religious creeds, beliefs, doctrines, practices, or rituals.



WHAT IS GENOCIDE

The term "genocide" did not exist before 1944. It is a very specific term, referring to violent crimes committed against groups with the intent to destroy the existence of the group. Human rights, as laid out in the U.S. Bill of Rights or the 1948 United Nations Universal Declaration of Human Rights, concern the rights of individuals.

In 1944, a Polish-Jewish lawyer named Raphael Lemkin (1900-1959) sought to describe Nazi policies of systematic murder, including the destruction of European Jews. He coined the word "genocide" by combining *genos*, from the Greek word for race or tribe, with *-cide*, from the Latin word for killing. In proposing this new term, Lemkin had in mind "a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves." The next year, the International Military Tribunal at Nuremberg charged top Nazis with "crimes against humanity." The word "genocide" was included in the indictment, but as a descriptive, not legal, term.

On December 9, 1948, in the shadow of the Holocaust and in no small part due to the tireless efforts of Lemkin himself, the United Nations approved the Convention on the Prevention and Punishment of the Crime of Genocide. This convention establishes "genocide" as an international crime, which signatory nations "undertake to prevent and punish."



EIGHT STAGES OF GENOCIDE: THE STAGES

By Gregory H. Stanton (originally written in 1996 at the Department of State; presented at Yale University Center for International and Area Studies in 1998)

1. **CLASSIFICATION:** All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide.
2. **SYMBOLIZATION:** We give names or other symbols to the classifications. We name people "Jews" or "Gypsies", or distinguish them by colors or dress; and apply the symbols to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the next stage, dehumanization. When combined with hatred, symbols may be forced upon unwilling members of pariah groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia.
3. **DEHUMANIZATION:** One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print and on hate radios is used to vilify the victim group. In combating this dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than democracies.
4. **ORGANIZATION:** Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility (the Janjaweed in Darfur.) Sometimes organization is informal (Hindu mobs led by local RSS militants) or decentralized (terrorist groups.) Special army units or militias are often trained and armed. Plans are made for genocidal killings.
5. **POLARIZATION:** Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction. Extremist terrorism targets moderates, intimidating and silencing the center. Moderates from the perpetrators' own group are most able to stop genocide, so are the first to be arrested and killed.
6. **PREPARATION:** Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. Members of victim groups are forced to wear identifying symbols. Their property is expropriated. They are often segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved.
7. **EXTERMINATION:** Begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing. Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide (as in Burundi).
8. **DENIAL:** Is the eighth stage that always follows a genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile. There they remain with impunity, like Pol Pot or Idi Amin, unless they are captured and a tribunal is established to try them.

<http://www.genocidewatch.org/8stages.htm>



EIGHT STAGES OF GENOCIDE CONT'D: PREVENTATIVE MEASURES

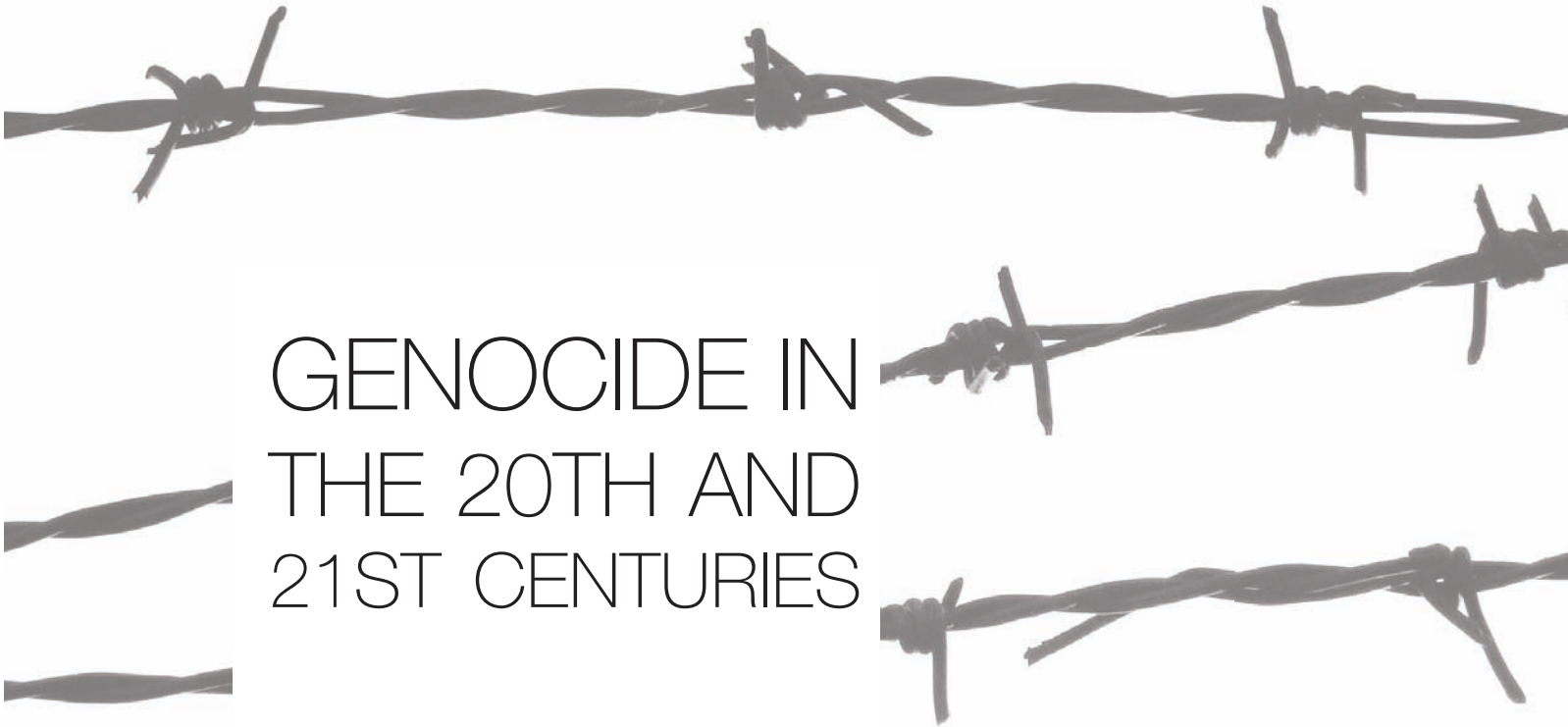
By Gregory H. Stanton (originally written in 1996 at the Department of State; presented at Yale University Center for International and Area Studies in 1998).

1. **CLASSIFICATION:** The main preventive measure at this early stage is to develop universalistic institutions that transcend ethnic or racial divisions, that actively promote tolerance and understanding, and that promote classifications that transcend the divisions. The Catholic church could have played this role in Rwanda, had it not been riven by the same ethnic cleavages as Rwandan society. Promotion of a common language in countries like Tanzania has also promoted transcendent national identity. This search for common ground is vital to early prevention of genocide.
2. **SYMBOLIZATION:** To combat symbolization, hate symbols can be legally forbidden (swastikas) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed, as well. The problem is that legal limitations will fail if unsupported by popular cultural enforcement. Though Hutu and Tutsi were forbidden words in Burundi until the 1980's, code-words replaced them. If widely supported, however, denial of symbolization can be powerful, as it was in Bulgaria, where the government refused to supply enough yellow badges and at least eighty percent of Jews did not wear them, depriving the yellow star of its significance as a Nazi symbol for Jews.
3. **DEHUMANIZATION:** Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen. Hate radio stations should be shut down, and hate propaganda banned. Hate crimes and atrocities should be promptly punished.
4. **ORGANIZATION:** To combat this stage, membership in these militias should be outlawed. Their leaders should be denied visas for foreign travel. The U.N. should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations, as was done in post-genocide Rwanda.
5. **POLARIZATION:** Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists may be seized, and visas for international travel denied to them. Coups d'état by extremists should be opposed by international sanctions.
6. **PREPARATION:** At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Otherwise, at least humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.
7. **EXTERMINATION:** At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection. (An unsafe "safe" area is worse than none at all.) The U.N. Standing High Readiness Brigade, EU Rapid Response Force, or regional forces -- should be authorized to act by the U.N. Security Council if the genocide is small. For larger interventions, a multilateral force authorized by the U.N. should intervene. If the U.N. is paralyzed, regional alliances must act. It is time to recognize that the international responsibility to protect transcends the narrow interests of individual nation states. If strong nations will not provide troops to intervene directly, they should provide the airlift, equipment, and financial means necessary for regional states to intervene.
8. **DENIAL:** The response to denial is punishment by an international tribunal or national courts. There the evidence can be heard, and the perpetrators punished. Tribunals like the Yugoslav or Rwanda Tribunals, or an international tribunal to try the Khmer Rouge in Cambodia, or an International Criminal Court may not deter the worst genocidal killers. But with the political will to arrest and prosecute them, some may be brought to justice.

<http://www.genocidewatch.org/8stages.htm>

Lesson 2

GENOCIDE IN THE 20TH AND 21ST CENTURIES



Genocide in the 20th and 21st Centuries



Lesson 2

Time: Two to three 80 minute periods

Materials: Internet and Library access
Genocide, Dir Arnold Schwartzman. 1981
Handout #4, Handout #5

Outline:

- 1 a) Students read a timeline of the major conceptual and legal advances in the development of genocide (handout #4 attached).
- b) Students view the introduction (the first 20 minutes) of *Genocide* by Simon Wiesenthal and answer the following questions:
 - 1) What was the term used to distinguish Germans from non-Germans? (*classification*)
 - 2) When did the use of *symbolization* occur and what was the symbol used for Jews?
 - 3) How early was the first Labour Camp opened? What was its name? (*preparation*)
 - 4) How did Hitler spread his messages? How did these messages *dehumanize* Jews? How were they depicted?
 - 5) How did the international community fail to assist Jews in July 1938? Why?
 - 6) What happened on November 10 1938, and which stage of genocide is this?
 - 7) Provide some examples of the *polarization* of the Jews?
 - 8) List all of the opportunities the international community had to intervene. Why didn't they? What can be done to help people in similar situations today?
- 2 a) Jigsaw: Students form jigsaw groups of four or five. Each member of the jigsaw group chooses a research topic from the provided list of 20th century genocides (handout #5 attached). (*Since there are ten topics the teacher may want to narrow the options based on student interest to allow for an equal amount of students in each expert group.*)
- b) Students meet up with other students in the class to form their expert group where they research the same topic (the 5W's worksheet and K-W-L sheet are completed at this time) and prepare to present their findings to their jigsaw group. (handout #5 attached)
- c) Students of the expert group go back to their jigsaw group to share their knowledge.
- 2) Teacher facilitates a follow-up discussion:
 - 1) What are the main causes of genocide (racism, intolerance, greed etc.)?
 - 2) Is there anything the victims can do to escape being targeted?
 - 3) What is the difference between genocide and war?
 - 4) What are some of the characteristics shared by some or all of the genocides discussed?



GENOCIDE IN THE 20TH AND 21ST CENTURIES:

GENOCIDE TIMELINE

This is a timeline noting the major conceptual and legal advances in the development of "genocide." It does not attempt to detail all cases which might be considered as genocides, but rather how the term became a part of the political, legal and ethical vocabulary of responding to widespread threats of violence against groups. This development is divided into three periods.

1900 - 1948

1900

RAPHAEL LEMPKIN



Raphael Lemkin, who would later coin the word "genocide," was born into a Polish Jewish family in 1900. His memoirs detailed early exposure to the history of Ottoman attacks against Armenians (which most scholars believe constitute genocide), antisemitic pogroms, and other histories of group-targeted violence as key to forming his beliefs about the need for legal protection of groups.

1933

RISE OF ADOLF HITLER



With the appointment of Adolf Hitler as Chancellor on January 30, 1933, in Germany's democratically elected government, the Nazi Party took control of the country. In October, German delegates walked out of disarmament talks in Geneva and Nazi Germany withdrew from the League of Nations. In October, at an international legal conference in Madrid, Raphael Lemkin (who later coined the word "genocide") proposed legal measures to protect groups. His proposal did not receive support.

1939

WORLD WAR II



World War II began on September 1, 1939, when Germany invaded Poland triggering a treaty-mandated Anglo-French declaration of war on Germany. On September 17, 1939, the Soviet army occupied the eastern half of Poland. Lemkin fled Poland, escaping across the Soviet Union and eventually arriving in the United States.

1941

A CRIME WITHOUT A NAME



On June 22, 1941, Nazi Germany invaded the Soviet Union. As the German forces advanced further east, SS, police, and military personnel carried out atrocities that moved British Prime Minister Winston Churchill to state in August 1941: "We are in the presence of a crime without a name." In December 1941, the United States entered World War II on the side of the Allied forces. Lemkin, who arrived in the United States as a refugee in 1941, had heard of Churchill's speech and later claimed that his introduction of the word "genocide" was in part a response to Churchill's statement.



GENOCIDE IN THE 20TH AND 21ST CENTURIES:

GENOCIDE TIMELINE

1944



“GENOCIDE” COINED

Nazi leadership embarked on a variety of population policies aimed at restructuring the ethnic composition of Europe by force, using mass murder as a tool. Included among these policies and involving mass murder were the attempt to murder all European Jews, which we now refer to as the Holocaust, the attempt to murder most of the Gypsy population of Europe, and the attempt to physically liquidate the leadership classes of Poland and the former Soviet Union. Also included in these policies were numerous smaller scale resettlement policies involving the use of brutal force and murder that we now refer to as a form of ethnic cleansing. In 1944, Raphael Lemkin, who had moved to Washington, D.C. and worked with the U.S. War Department, coined the word “genocide” in his text *Axis Rule in Occupied Europe*. This text documented patterns of destruction and occupation throughout Nazi-held territories.

1945



END OF WORLD WAR II

Germany surrendered on May 7 and Japan on September 2. 6 million Jews were murdered in ghettos, concentration camps and death camps during the most documented and systematic genocide in history - the Holocaust. Approximately 5 million non-Jewish civilians were murdered by Nazi Germany during the Holocaust. Victim groups included: Gypsies, Serbs, Polish intelligentsia, resistance fighters from all the nations, German opponents of Nazism, homosexuals, Jehovah's Witnesses, habitual criminals, and the “anti-social,” e.g. beggars, vagrants, and hawkers.

1945-1946



INTERNATIONAL MILITARY TRIBUNAL

Between November 20, 1945, and October 1, 1946, the International Military Tribunal in Nuremberg tried 22 major Nazi German leaders on charges of crimes against peace, war crimes, crimes against humanity and conspiracy to commit each of these crimes. It was the first time that international tribunals were used as a post-war mechanism for bringing national leaders to justice. The word “genocide” was included in the indictment, but as a descriptive, not legal, term.

1947-1948



CREATING AN INTERNATIONAL CONVENTION ON GENOCIDE

Raphael Lemkin was a critical force for bringing “genocide” before the nascent United Nations, where delegates from around the world debated the terms of an international law on genocide. On December 8, 1948, the final text was adopted unanimously. The United Nations Convention on the Prevention and Punishment of Genocide entered into force on January 12, 1951, after more than 20 countries from around the world ratified it.

GENOCIDE IN THE 20TH AND 21ST CENTURIES:

GENOCIDE TIMELINE

1950 - 1988

1950-1987

COLD WAR



Massive crimes against civilian populations were all too common in the years after World War II and throughout the Cold War. Whether these situations constituted "genocide" was scarcely considered by the countries that had undertaken to prevent and punish that crime by joining the Genocide Convention.

1988

U.S. RATIFIES THE GENOCIDE CONVENTION



On Nov. 5, 1988, U.S. President Ronald Reagan signed the UN Convention on the Prevention and Punishment of Genocide. The Convention had faced strong opponents, who argued it would infringe on US national sovereignty, and supporters. One of the Convention's strongest advocates, Senator William Proxmire from Wisconsin delivered over 3,000 speeches advocating the Convention in Congress from 1968-1987. A full list of nations who are members to the treaty can be found [here](#).

1991 - 2004

1991-1995

WARS OF THE FORMER YUGOSLAVIA



The wars of the former Yugoslavia were marked by massive war crimes and crimes against humanity. The conflict in Bosnia (1992- 1995), brought some of the harshest fighting and worst massacres to Europe since World War II. In one small town, Srebrenica, 7,800 Bosniak men and boys were murdered by Serbian forces.

1993

RESOLUTION 827



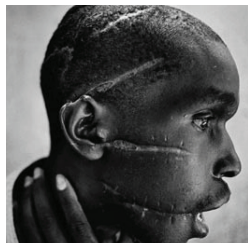
In response to the atrocities occurring in Bosnia, the United Nations Security Council issued resolution 827, establishing the International Criminal Tribunal for the former Yugoslavia (ICTY) in The Hague. It was the first international criminal tribunal since Nuremberg. Crimes the ICTY can prosecute and try are: grave breaches of the 1949 Geneva Conventions, violations of the laws or customs of war, genocide, and crimes against humanity. Its jurisdiction is limited to crimes committed on the territory of the former Yugoslavia.



GENOCIDE IN THE 20TH AND 21ST CENTURIES:

GENOCIDE TIMELINE

1994



GENOCIDE IN RWANDA

From April until July, up to 800,000 people, mostly from the Tutsi minority group, were killed in Rwanda. It was killing on a devastating scale, scope, and speed. In October, the UN Security Council extended the mandate of the ICTY to include a separate but linked tribunal for Rwanda, the International Criminal Tribunal for Rwanda (ICTR), located in Arusha, Tanzania.

1998



FIRST CONVICTION FOR GENOCIDE

On September 2, 1998, the ICTR issued the world's first conviction for genocide in an international tribunal when Jean-Paul Akayesu was judged guilty of genocide and crimes against humanity for acts he engaged in and oversaw as mayor of the Rwandan town of Taba.

While these tribunals and the emerging International Criminal Court help establish legal precedents and investigate crimes within their jurisdictions, punishment of genocide remains a difficult task. Even more difficult is the continuing challenge to prevent genocide.

2004



GENOCIDE IN DARFUR

For the first time in U.S. government history, an on-going crisis is referred to as a "genocide." On September 9, 2004, Secretary of State Colin Powell testifies before the Senate Foreign Relations Committee that "We concluded — I concluded — that genocide has been committed in Darfur and that the Government of Sudan and the Janjaweed bear responsibility — and that genocide may still be occurring."

JIGSAW: 20TH CENTURY GENOCIDE RESEARCH ASSIGNMENT

Step One: Students form jigsaw groups of four or five. Each member of the jigsaw group chooses a different 20th century genocide from the list below. Once the student chooses a topic, he or she becomes an expert of that topic by completing the necessary research.

Step Two: Students meet up with other students in the class to form their expert group where they research the same topic and prepare to present their findings to their jigsaw group. **Each student must complete a 5Ws worksheet and a K-W-L chart.** The expert group is expected to divide tasks evenly; for example:

Student 1: Researches the "When," and "Where" categories

Student 2: Researches "Who – Victims," and why these victims were targeted; researches "Who – Others" and identifies why we include these others in the history of the genocide

Student 3: Researches "Who – perpetrators," and why these perpetrators got involved, how they acted, and methods employed

Student 4: Researched "What" category and oversee the creation of a handout summarizing the group's findings

Step Three: Each student contributes to the one to two page handout based on their findings (to be distributed while reporting back to the jigsaw group).

Step Four: Students of the expert group go back to their jigsaw group to share their knowledge.

Topics:

- 1) Armenia
- 2) Cambodia
- 3) Former Yugoslavia – Bosnia and Kosovo
- 4) The Nazi Holocaust - Jews
- 5) The Nazi Holocaust - Homosexuals, people with disabilities, Roma, Poles, etc.
- 6) The Nanking Massacre
- 7) Rwanda
- 8) Sudan
- 9) Uganda
- 10) The Ukrainian Famine



20TH CENTURY GENOCIDE RESEARCH ASSIGNMENT: THE 5WS OF GENOCIDE WORKSHEET

Research the _____ Genocide and identify the 5 Ws. Briefly outline what happened. List when and where the genocide occurred. Identify the victims and the perpetrators. Finally, explain why these groups were targeted, and which methods the perpetrators employed. Also consider the root causes of this genocide and specific events.

WHY/HOW?	
WHO? PERPETRATORS	
VICTIMS	
WHERE?	
WHEN?	
WHAT?	

20TH CENTURY GENOCIDE RESEARCH ASSIGNMENT: K-W-L CHART

WHAT I HAVE LEARNED	...about...
WHAT I WANT TO KNOW	...about...
WHAT I KNOW	...about...



JIGSAW RUBRICK: 20TH CENTURY RESEARCH ASSIGNMENT

STRAND	EXPECTATIONS	Below 1 (0-49%)	1 (limited) (50-59%)	2 (some) (60-69%)	3 (considerable) (70-79%)	4 (excellent) (80-100%)
Knowledge and Understanding	-well-chosen, accurate, relevant facts, statistics and authorities about assigned topic					
	-answers questions clearly and effectively, showing a high degree of insight					
Thinking / Inquiry	-includes appropriate supporting details, examples or illustrations					
	-shows critical listening skills by making connections to ideas from various presenters, asking appropriate questions and making relevant comments					
Communication	-accurate use of language conventions (spelling, grammar, punctuation)					
	-organizes and expresses ideas clearly					
Application	- demonstrates effective research, note-taking skills					
	-makes effective and logical connections to other topics within the group					



Lesson 3

CAROUSEL ACTIVITY:
TRACING THE
EIGHT STAGES
OF GENOCIDE



Carousel Activity: Tracing the Eight Stages of Genocide

Lesson 3

Time: One to two 80 minute periods

Materials: Internet and Library access

Hotel Rwanda Dir. Terry George. United Artists, MGM. 2004

Shake Hands With the Devil. Dir Peter Raymont. 2007

Handout #6

Outline:

1 a) Students review Stanton's Eight Stages of Genocide

b) Students are briefly introduced to the Rwandan Genocide (an overview is available on page 204-205 of *Teaching About Genocide*).

c) In order to provide students with more information about the Rwandan Genocide the Special Features section of "*Hotel Rwanda*" — "*Return to Rwanda*" (narrated by Paul Rusesabagina, Former Assistant Manager of Hotel des Milles Collines) will be shown.

Students will be expected to answer the following questions:

- 1) What did Paul do to save Rwandan refugees? How many did he save?
- 2) How many people were killed at the monument? How many more monuments are there?
- 3) What did the French soldiers do to help the Rwandans?
- 4) How many people survived?
- 5) Why didn't Paul leave the hotel when he had the chance?

d) The teacher chooses one to three genocides from lesson two. Students are divided into eight groups and there are eight stations—each station represents one of the stages of genocide. Students are asked to create a timeline (i.e. date, circumstances and victims/perpetrators etc.) that corresponds with the eight stages of genocide. They are expected to refer to the handouts and notes they took in lesson two. (Internet access should also be available for any necessary additional information.)

Students will look at how each stage was employed; they will also examine whether any attempt was made by local and international groups and individuals to prevent the escalation of each stage. Each group must provide examples of what was or could have been done at each stage—by individuals, government, NGOs and the international community—to prevent escalation. By the end of the activity, each group will have had the opportunity to trace their assigned genocide from stage one to stage eight. (Handout #6 attached).

Note: This exercise can either be repeated, so that each group traces the eight stages of the same amount of genocides, or after each group traces the assigned genocide they can report their findings to other groups or the class.

2 a) Follow-up discussion: As a class, reflect on the suggestions put forth by each group, and discuss what society can do to prevent genocides from occurring:

- 1) When discussing each occurrence of genocide, think about why these groups acted or did not act, and if so, how successful they were at preventing escalation?
- 2) Explain how each stage is dependent on the one preceding it.
- 3) Discuss the final stage—denial. Why is this included in the eight stages? Where do we see examples of denial in current events?
- 4) Can individuals make a difference at any of the eight stages? Is it ever too late to act?
- 5) Encourage students to share experiences if they have ever felt like they or someone in their family or community has been a victim of any of the stages of genocide. Have they ever been guilty of classifying or symbolizing a person from a different group?
- 6) Do any of these early stages exist in Canada or around the world right now? Option: Refer to the United States Holocaust Memorial Museum for their alert page, documenting such situations: <http://www.ushmm.org/conscience/alert/>
- 7) What are the warning signs of an occurrence, such as the Holocaust, and how can we stop it from happening again?
- 8) Why didn't the United States and/or other countries stop genocides, such as the Holocaust and Rwanda, sooner?

3) Option: A slideshow on Darfur from the United States Holocaust Memorial Museum is suggested to raise awareness about the current crisis: http://www.ushmm.org/conscience/alert/darfur/staring_genocide_in_the_face/

4) Option: View LGen. Roméo Dallaire's film, *Shake Hands with the Devil: The Journey of Roméo Dallaire*, which documents his experiences as the commander of the UN Assistance Mission to Rwanda, and how this mission ultimately failed to save Rwandans from Genocide.

Questions:

- 1) What did the United Nations say to Dallaire when he warned them about the impending genocide?
- 2) Why did Dallaire stay in Rwanda even though he could not stop the genocide?
- 3) How is Dallaire perceived by Rwandans today?
- 4) How is Dallaire perceived by Stephen Lewis?
- 5) What does former President Clinton say about the Rwandan genocide—after the fact?
- 6) Do you agree with the idea that the lack of international support on the 10th anniversary of the Rwandan Genocide indicates that another genocide is probable?
- 7) Why does Dallaire think that the international community did not help the Rwandans?
- 8) What is the most startling fact that you learned from this documentary?
- 9) If you could ask Dallaire one question, what would it be?
- 10) Is Dallaire a hero or a failure?



CAROUSEL ACTIVITY: TRACING THE EIGHT STAGES OF GENOCIDE

Your group will move from one station to the next (each station represents one of the eight stages of genocide) and create a timeline for the assigned genocide, including the date, circumstances, and information about the victim/perpetrators and what was done or could have been done to prevent such escalation (i.e. individuals, government, NGOs, international community).

(Note: Refer to the handouts and notes you took in previous lessons, and you can also use the Internet should you require any additional information.)

1. CLASSIFICATION:

Date:

Circumstances:

What was/could have been done to prevent this?

2. SYMBOLIZATION:

Date:

Circumstances:

What was/could have been done to prevent this?



CAROUSEL ACTIVITY: TRACING THE EIGHT STAGES OF GENOCIDE

3. DEHUMANIZATION:

Date:

Circumstances:

What was/could have been done to prevent this?

4. ORGANIZATION:

Date:

Circumstances:

What was/could have been done to prevent this?

5. POLARIZATION:

Date:

Circumstances:

What was/could have been done to prevent this?



CAROUSEL ACTIVITY: TRACING THE EIGHT STAGES OF GENOCIDE

6. PREPARATION:

Date:

Circumstances:

What was/could have been done to prevent this?

7. EXTERMINATION:

Date:

Circumstances:

What was/could have been done to prevent this?

8. DENIAL:

Date:

Circumstances:

What was/could have been done to prevent this?



Lesson 4

GENOCIDE AND
THE CANADIAN
CRIMINAL CODE
- ESSAY AND
MOCK TRIAL



Genocide and the Canadian Criminal Code - Essay and Mock Trial

Lesson 4

Time: Two to three 80 minute periods

Materials: Internet and Library access
Nuremberg. Dir Yves Simoneau. 2000
Handout #7

This lesson will educate students on the laws Canada and the international community have enacted to prevent and confront such tragedies. All of the necessary documents (Section 318 of the Canadian Criminal Code, Fact Scenarios handout, Universal Declaration of Human Rights, UN Convention on the Prevention and Punishment of the Crime of Genocide) are included in handout #7.

Outline:

- 1 a) Introduction: Students engage in a think-pair-share activity where they explore how criminals can be prosecuted for crimes of genocide. Whose responsibility is it to prosecute such criminals (especially when a leader of a country has allegedly committed the crime)? Is there an organization that is responsible for leading such cases? Do international laws exist to dictate how such issues are dealt with? When were such laws set in place and by whom? Do you know of any examples where war criminals have been prosecuted? Do you think the penalties are too harsh or too lax?
- b) Prosecuting Genocide: Mock Trial: Groups will prepare cases of prosecution in accordance with section 318 of the Canadian Criminal Code against mock perpetrators. Each group will be assigned one of the Fact Scenarios: each Fact Scenario revolves around a qualifier for the term "identifiable group" that stems from section 318 (colour, race, religion, ethnic origin, sexual orientation). (handout #7 attached)

Option: Students can watch a clip of *Nuremberg* (approximately the first 20 minutes of the film, and/or the last 20 minutes are suggested) to put this topic into context.

Questions on the film:

- 1) Why and how was this event monumental in shaping the way in which the international community treats war criminals?
- 2) How did the Nuremberg trials raise awareness about the horrors of the Holocaust and the nature of genocide?
- 3) Why were the trials held in Nuremberg? What was its significance?
- 4) How are the following quotes by Robert H. Jackson (Justice Jackson) significant and timeless?

"We must never forget that the record on which we judge these defendants is the record on which history will judge us tomorrow. To pass these defendants a poisoned chalice is to put it to our own lips as well."

- Nuremberg Tribunal

"The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason."

- Excerpt from Opening Statement at the Nuremberg Trials, (1945)

c) After analyzing the scenario and researching related historical precedents, students will prepare a trial recommending either the conviction or exoneration of those responsible for the given atrocities. For instance, who will be punished? What is the crime as per Article III of the UN Convention (genocide, conspiracy to commit genocide, etc)? If found not guilty of crimes of genocide, are the accused guilty of a crime against humanity or a war crime? Students will also draw comparisons to the actual genocides they have already learned about in the unit as well as other atrocities and any other information that supports their case.

Roles may include but are not limited to:

- The Prosecution, The Defense, Defendant (Head of state or other perpetrator), Survivor of the genocide, Expert witness on history of Canadian prosecution of criminals of genocide, Expert witness on history of international genocide tribunals, Government officials/party members/ collaborators, Delegate from a Canadian human rights organization, Representative member of UN peacekeeping forces, Press

d) Students will share their case and verdict to the class in a presentation format. However, they will also choose one scene to present to the class in a mock trial format, in order to emphasize a poignant aspect of the trial.

2 a) Genocide in Canadian and International Law: Essay Assignment: Students will submit an essay (individually or with a partner) that will compare and contrast Canadian and international laws concerning the punishment and prevention of genocide. Students will refer to the genocide they researched in the previous lessons and remark on:

- If/how the perpetrators were brought to justice?
- What were the obstacles in the way of justice?
- If/how the victims were compensated?
- If/how the international community responded?

Students are expected to cite relevant pieces of the Criminal Code of Canada, the Universal Declaration of Human Rights, and the UN Genocide Convention; and compare Canadian and international law, citing whether the tribunal would be different had it occurred in Canada.



GENOCIDE AND THE CANADIAN CRIMINAL CODE

ESSAY AND MOCK TRIAL

Part 1

Prosecuting Genocide: Mock Trial

In groups, you will prepare a case of prosecution in accordance with section 318 of the Canadian Criminal Code against mock perpetrators. Each group will be assigned one of the Fact Scenarios: Each Fact Scenario revolves around a qualifier for the term "identifiable group" that stems from section 318 (colour, race, religion, ethnic origin, sexual orientation).

After analyzing the scenario, researching related historical precedents, you will prepare a trial recommending either the conviction and or exoneration of those responsible for the stated atrocities. For instance, who will be punished? What is the crime as per Article III of the UN Convention (genocide, conspiracy to commit genocide, etc)? If found not guilty of crimes of genocides, are they guilty of a crime against humanity or a war crime? You will also draw comparisons to the actual genocides you have already learned about in the unit, as well as other atrocities and any other information that supports your case.

Roles may include but are not limited to:

- The Prosecution, The Defense, Defendant (Head of state or other perpetrator), Survivor of the genocide, Expert witness on history of Canadian prosecution of criminals of genocide, Expert witness on history of international genocide tribunals, Government officials/party members/ collaborators, Delegate from a Canadian human rights organization, Representative member of UN peacekeeping forces, Press.

Note: Teacher should consider the effects of assigning the defence and/or defendant.

You will share your case and verdict with the class in a presentation format. However, you will also choose one scene to present to the class in a mock trial format, in order to emphasize a poignant aspect of the trial.

Part 2

Genocide in Canadian and International Law: Essay Assignment: Students will submit an essay (individually or with a partner) that will compare and contrast Canadian and international laws concerning the punishment and prevention of genocide. Students will refer to the genocide they researched in the previous lessons and remark on:

- If/how the perpetrators were brought to justice?
- What were the obstacles in the way of justice?
- If/how the victims were compensated?
- If/how the international community responded?

Students are expected to cite relevant pieces of the Criminal Code of Canada, the Universal Declaration of Human Rights, and the UN Genocide Convention; and compare Canadian and international law, citing whether the tribunal would be different had it occurred in Canada.

GENOCIDE AND THE CANADIAN CRIMINAL CODE

ESSAY AND MOCK TRIAL

CANADIAN CRIMINAL CODE, SECTION 318	
Advocating Genocide	318. (1) Every one who advocates or promotes genocide is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years.
Definition of “genocide”	(2) In this section, “genocide” means any of the following acts committed with intent to destroy in whole or in part any identifiable group, namely: (a) killing members of the group; or (b) deliberately inflicting on the group conditions of life calculated to bring about it's physical destruction.
Consent	(3) No proceeding for an offence under this section shall be instituted without the consent of the Attorney General.
Definition of “identifiable group”	(4) In this section, “identifiable group” means any section of the public distinguished by colour, race, religion, ethnic origin or sexual orientation.



FACT SCENARIOS

Colour

In the country of Zilo in the year 1986, there was an extremely violent coup d'etat in which a revolutionary by the name of Milat Sorbono became president and his party, the National Sorbanites, took control of the government. The president belonged to the Wikat tribe – an ethnic group known for its distinct customs and traditions but most notably for its purple skin. In his bid to solidify his party as the sole national authority ruling over the entire country, Sorbono placed terrible restrictions on much of the citizenry – especially those people who did not have purple skin. The Sorbanites did the following two things:

- a) Rounded up all the orange people and forcefully placed them in ghettos.
- b) Killed all of the pink people in overnight raids on their villages.

Essay Question: If this happened in Canada, would President Milat Sorbono and the National Sorbanites be prosecuted for genocide and if so, should they be convicted?

Race

In the country of Minatliff in the year 1987, a racist government headed by a woman by the name of Linat Turshow was democratically elected. Prime Minister Turshow secretly revered Adolf Hitler and used her power to suppress the civil liberties of many Minatliffians. Turshow's motivations were not political – being democratically elected, she had the overwhelming support of the electorate – rather her motivations were purely racist. After only one year in power, Turshow implemented the following policies:

- a) A policy of propaganda against the Ray people, alleging that they are inherently poor and as such, a threat to the country's economy;
- b) A policy of propaganda against the Tiff people, alleging that they are inherently unintelligent and as such, a threat to the country's development.
- c) A policy of propaganda against the Fan people, alleging that they are inherently lazy and as such, a heavy burden on the country's resources.

Essay Question: If this happened in Canada, would Prime Minister Turshow be prosecuted for genocide and if so, should she be convicted?

Religion

The country of Lanola was always known for the deep divide between its two main religious communities. The Lulus far outnumbered Sulas which meant that the Government of Lanola was always a Lulu-dominated system. However, the centuries-old constitution of Lanola stated that at least 20 per cent of the government must be representative of the Sula community. In 1987, the Lulus launched a public education system that they thought would finally rid the country of its minimal Sula influence.

- In the new education system all the Lanola children were forced to attend boarding schools in which only the Lulu faith, customs and traditions would be taught, regardless of the child's own religion.

Essay Question: If this happened in Canada, would the leader of the Lulu-dominated government be prosecuted for genocide and if so, should he/she be convicted?

FACT SCENARIOS

Ethnic Origin

In the country of Falsenridge, in the year 1989, there was a military coup d'etat that installed a fascist dictator. The president was an ethnic Falsenrite. He perceived all those individuals outside of this ethnic group as a threat to his power and the continuity of the Falsenrite people and implemented the following measures:

- a) Forcing all people not belonging to the Falsenrite ethnicity to either procreate with Falsenrites or not procreate at all.
- b) Created ethno-centric areas in regions of the country that have absolutely no resources and made it very difficult for that region to develop and/or import resources from other regions. For example, the country's government gave incentives to businesses to ship/develop their resources in other regions.

Essay Question: If this happened in Canada, would the fascist dictator of Falsenridge be prosecuted for genocide and if so, should he/she be convicted?



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

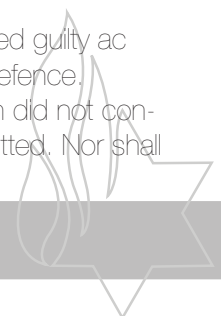
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall



UNIVERSAL DECLARATION OF HUMAN RIGHTS

a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.



Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.



UNIVERSAL DECLARATION OF HUMAN RIGHTS

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



UNITED NATIONS CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE

The Contracting Parties,

Having considered the declaration made by the General Assembly of the United Nations in its resolution 96 (I) dated 11 December 1946 that genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world,

Recognizing that at all periods of history genocide has inflicted great losses on humanity, and

Being convinced that, in order to liberate mankind from such an odious scourge, international co-operation is required,

Hereby agree as hereinafter provided:

Article I: The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article II: In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article III: The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- (e) Complicity in genocide.

Article IV: Persons committing genocide or any of the other acts enumerated in article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

Article V: The Contracting Parties undertake to enact, in accordance with their respective Constitutions, the necessary legislation to give effect to the provisions of the present Convention, and, in particular, to provide effective penalties for persons guilty of genocide or any of the other acts enumerated in article III.

Article VI: Persons charged with genocide or any of the other acts enumerated in article III shall be tried by a competent tribunal of the State in the territory of which the act was committed, or by such international penal tribunal as may have jurisdiction with respect to those Contracting Parties which shall have accepted its jurisdiction.



UNITED NATIONS CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE

Article VII: Genocide and the other acts enumerated in article III shall not be considered as political crimes for the purpose of extradition.

The Contracting Parties pledge themselves in such cases to grant extradition in accordance with their laws and treaties in force.

Article VIII: Any Contracting Party may call upon the competent organs of the United Nations to take such action under the Charter of the United Nations as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in article III.

Article IX: Disputes between the Contracting Parties relating to the interpretation, application or fulfillment of the present Convention, including those relating to the responsibility of a State for genocide or for any of the other acts enumerated in article III, shall be submitted to the International Court of Justice at the request of any of the parties to the dispute.

Article X: The present Convention, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall bear the date of 9 December 1948.

Article XI: The present Convention shall be open until 31 December 1949 for signature on behalf of any Member of the United Nations and of any nonmember State to which an invitation to sign has been addressed by the General Assembly.

The present Convention shall be ratified, and the instruments of ratification shall be deposited with the Secretary-General of the United Nations.

After 1 January 1950, the present Convention may be acceded to on behalf of any Member of the United Nations and of any non-member State which has received an invitation as aforesaid. Instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article XII: Any Contracting Party may at any time, by notification addressed to the Secretary-General of the United Nations, extend the application of the present Convention to all or any of the territories for the conduct of whose foreign relations that Contracting Party is responsible.

Article XIII: On the day when the first twenty instruments of ratification or accession have been deposited, the Secretary-General shall draw up a proces-verbal and transmit a copy thereof to each Member of the United Nations and to each of the non-member States contemplated in article XI.

The present Convention shall come into force on the ninetieth day following the date of deposit of the twentieth instrument of ratification or accession.

Any ratification or accession effected, subsequent to the latter date shall become effective on the ninetieth day following the deposit of the instrument of ratification or accession.

Article XIV: The present Convention shall remain in effect for a period of ten years as from the date of its coming into force.

UNITED NATIONS CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE

It shall thereafter remain in force for successive periods of five years for such Contracting Parties as have not denounced it at least six months before the expiration of the current period.

Denunciation shall be effected by a written notification addressed to the Secretary-General of the United Nations.

Article XV: If, as a result of denunciations, the number of Parties to the present Convention should become less than sixteen, the Convention shall cease to be in force as from the date on which the last of these denunciations shall become effective.

Article XVI: A request for the revision of the present Convention may be made at any time by any Contracting Party by means of a notification in writing addressed to the Secretary-General. The General Assembly shall decide upon the steps, if any, to be taken in respect of such request.

Article XVII: The Secretary-General of the United Nations shall notify all Members of the United Nations and the non-member States contemplated in article XI of the following:

- (a) Signatures, ratifications and accessions received in accordance with article XI;
- (b) Notifications received in accordance with article XII;
- (c) The date upon which the present Convention comes into force in accordance with article XIII;
- (d) Denunciations received in accordance with article XIV;
- (e) The abrogation of the Convention in accordance with article XV;
- (f) Notifications received in accordance with article XVI.

Article XVIII: The original of the present Convention shall be deposited in the archives of the United Nations.

A certified copy of the Convention shall be transmitted to each Member of the United Nations and to each of the non-member States contemplated in article XI.

Article XIX: The present Convention shall be registered by the Secretary-General of the United Nations on the date of its coming into force.

Text: U.N.T.S. (United Nations Treaty Series), No. 1021, vol. 78 (1951), p. 277.



MOCK TRIAL ESSAY RUBRIC

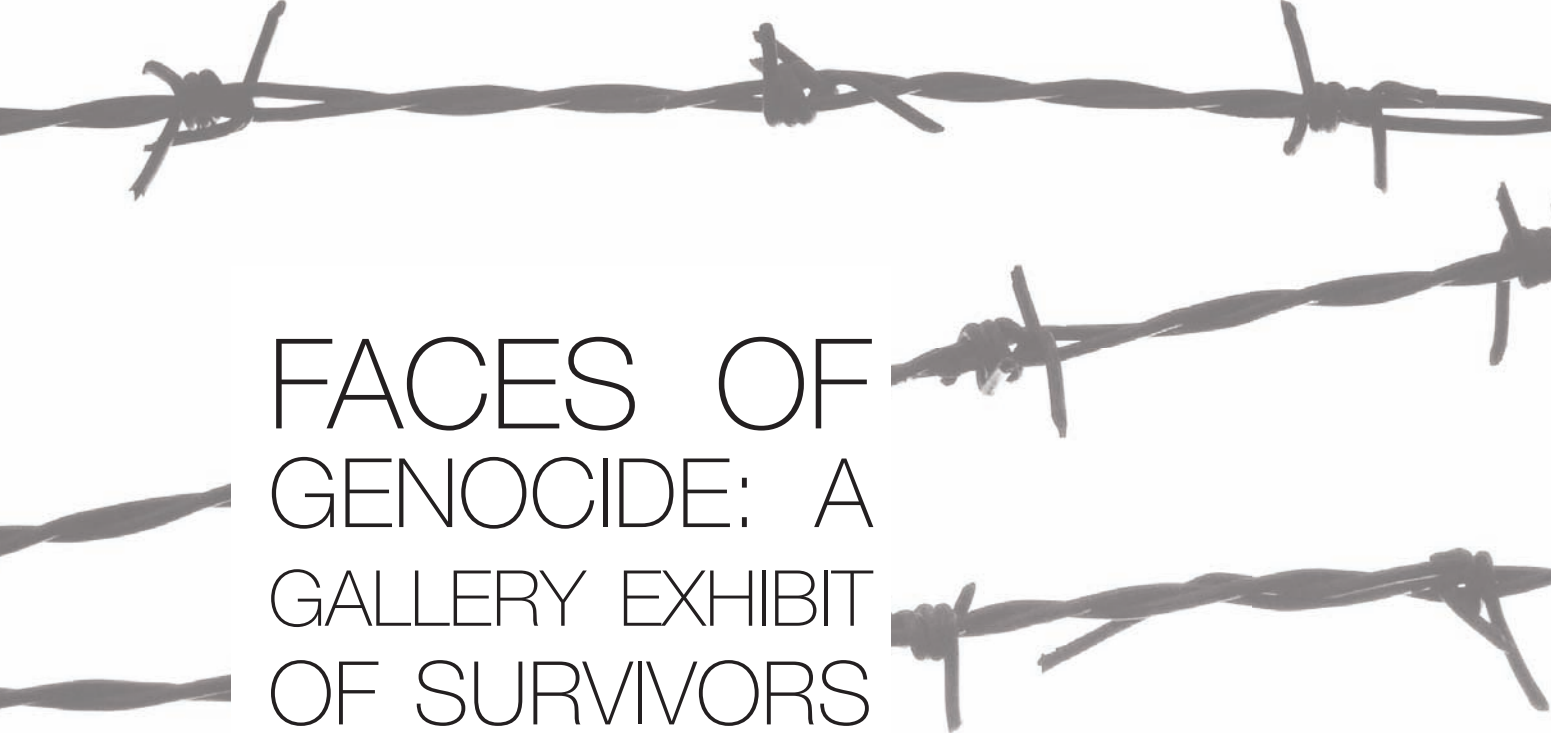
EXPECTATIONS FOCUS/CRITERIA	LEVEL 1 50-59%	LEVEL 2 60-69%	LEVEL 3 70-79%	LEVEL 4 80-100%
Knowledge/ Understanding inferences analysis	- randomly selects directly stated information - paraphrases the text	- identifies significant details - identifies simple patterns of information and elements in the structure of the text	- connects information and ideas to describe overall focus of the text - understands the structure of the text	- makes inferences about abstract concepts and figurative and symbolic elements in the text
Thinking/ Inquiry integration evidence - demonstrates critical thinking and inquiry skills (with a focus on formulating a valid and clearly-stated opinion in an essay)	- reflects limited interaction with the text - offers limited support for judgements about the text	- integrates some elements of the text with values and experience - offers support for judgements made about the text	- integrates important elements of the text with values/ experiences - supports judgements with relevant, accurate facts and ideas from the text	- strong support from the text, integrates elements from text and own values to create a unique interpretation that is compelling, provocative and fresh
	- thesis statement is present yet vague, simplistic, or unclear	- thesis is present yet conventional and focuses the essay somewhat	- thesis is formulated and demonstrates a clear opinion	- thesis is well-formulated, insightful, and demonstrates a clear, precise, and credible opinion. It focuses the essay forcefully
Communication unity coherence - communicates information and ideas with a focus on supporting the central idea of the essay	- limited organization of ideas in the essay as a series of random points	- organizes ideas in essay somewhat logically into paragraphs, using topic sentences and persuasive essay format	- organizes ideas in essay clearly, logically, and coherently in persuasive essay format	- organizes ideas in essay clearly, logically, coherently, and in a unified manner in a persuasive essay format
Application written conventions proofreading	- uses required conventions with limited accuracy - limited use of proofreading skills	- uses the required conventions with some accuracy and effectiveness - moderate use of proofreading skills	- uses the important writing conventions accurately and effectively - consistent use of proofreading skills	- uses writing conventions skilfully - thorough use of proofreading skills

MOCK TRIAL ORAL PRESENTATION RUBRIC

CATEGORIES	LEVEL 1 50-59%	LEVEL 2 60-69%	LEVEL 3 70-79%	LEVEL 4 80-100%
Knowledge/ Understanding - understanding of information, ideas, themes, form and genre, literary devices	- demonstrates limited understanding of ideas, themes, information; form and genre; literary devices	- demonstrates some understanding of ideas, themes, information; form and genre; literary devices	- demonstrates considerable understanding of ideas, themes, information; form and genre; literary devices	- demonstrates thorough, insightful understanding of information, ideas, themes; form and genre; literary devices
Thinking/ Inquiry - critical thinking skills (reflecting, analysing, hypothesizing, explaining)	- limited effectiveness in explaining, analysing and interpreting literature	- some effectiveness in explaining, analysing and interpreting literature	- considerable effectiveness in explaining, analysing and interpreting literature	- thorough effectiveness in explaining, analysing and interpreting literature
Communication - sense of audience and purpose	- limited sense of audience and purpose;	- some sense of audience and purpose;	- considerable sense of audience and purpose;	- thorough sense of audience and purpose;
Application - delivery (voice, variation in tone, pace and eye contact) - use of visual aids and technology (props) - language conventions	- uses oral communication conventions and techniques with limited effectiveness - uses visual aids, props and technology with limited effectiveness - uses grammar and sentence structure with limited accuracy and effectiveness	- uses oral communication conventions and techniques with some effectiveness - uses visual aids, props and technology with some effectiveness - uses grammar and sentence structure with some accuracy and effectiveness	- uses oral communication conventions and techniques with considerable effectiveness - uses visual aids, props and technology with considerable effectiveness - uses grammar and sentence structure with considerable accuracy and effectiveness	- uses oral communication conventions and techniques with a high degree of effectiveness - uses visual aids, props and technology with a high degree of effectiveness - uses grammar and sentence structure with a high degree of accuracy and effectiveness



Lesson 5



FACES OF GENOCIDE: A GALLERY EXHIBIT OF SURVIVORS



Faces of Genocide: A Gallery Exhibit of Survivors

Lesson 5

Time: One to two 80 minute periods

Materials: Internet and Library Access

Smile Through Tears: the Story of the Rwandan Genocide

I Have Never Forgotten You: The Life and Legacy of Simon Wiesenthal. Dir Richard Trank. 2007
Handout #8

In order for students to understand the effects of genocide on a more personal level, students will research the story of a survivor by reading a book or watching a film, writing a short summary and review of the piece, and creating a visual aid.

Outline:

- 1 a) Students will be introduced to the story of two survivors: an excerpt from *Smile through Tears: the Story of the Rwandan Genocide* (the author's note and the first few pages), and a clip from *I Have Never Forgotten You: The Life and Legacy of Simon Wiesenthal* (the first half-hour).

Questions on the book:

- 1) Where did Bazambanza get his idea for the title of his book from? Do you think the title is effective? Why or why not?
- 2) Why do you think he chose to tell his story through this medium (comic)?
- 3) What is the tone of the introduction?
- 4) Who does Bazambanza criticize in the introduction, and why?
- 5) Why do you think reading/watching stories of survivors are an important educational tool? What do you learn from these sources that you cannot learn from a textbook or an article?

Questions on the film:

- 1) What did Wiesenthal consider to be "the tip of justice"?
- 2) How many Nazi criminals did he record in his initial document?
- 3) Why couldn't he return to his former career as an architect? What was his second career?
- 4) Where and when was he born? What was his childhood like?
- 5) Where and when did he go to university, and why didn't he study in Poland?
- 6) What happened to him in 1941?
- 7) Where, when and how did his mother die?
- 8) How did he protect his wife?
- 9) Which death camps was he sent to? When, where and how was he liberated?
- 10) What committee did he establish in the summer of 1945?

- 2 a) Students will have the opportunity to explore the human face of the atrocities they have been studying by choosing one of the suggested books or films that document the stories of survivors. Each student

will write a one page summary of their survivor's story and a book or film review, as well as create a visual aid (educational pamphlet, poster, visual or digital exhibit etc.). (Handout #8 attached).

Alternatively, students can do independent research and choose a topic based on one of the podcasts on The United States Holocaust Memorial Museum: <http://blogs.ushmm.org/index.php/COC2/P0/>

- b) Students will place their summary, review and visual aid on display in the classroom for the Faces of Genocide: A Gallery Exhibit of Survivors.
- c) Students will have the opportunity to circulate the exhibit and perhaps even make it accessible to other classes, parents and the community.



FACES OF GENOCIDE: A GALLERY EXHIBIT OF SURVIVORS

You are invited to attend our special event **Faces of Genocide: A Gallery Exhibit of Survivors** on _____ in room _____.

Each guest must partake in the exhibit by choosing one film or book that divulges the story of a survivor of genocide.

Once you have chosen your subject (person) and medium (film or book) then you will write a one-page summary of the story, a film or book review, and a visual aid (educational pamphlet, poster, visual or digital exhibit etc.) to be displayed at the exhibit.

Suggested Topics:

The Holocaust:

1. Simon Wiesenthal: I Have Never Forgotten You (film)
2. Night by Elie Wiesel (book)
3. Anne Frank: the Diary of a Young Girl (book)
4. Spring's End by John Freund (book)
5. The Violin by Rachel Shtibel (book)
6. A Child's Testimony by Adam Shtibel (book)
7. Bits and Pieces by Henia Reinhartz (book)
8. Getting Out Alive by Tommy Dick (book)
9. Maus by Art Spiegelman (comic book)

Armenian Genocide:

10. The Forty Days of Musa Dagh by Franz Werfel (book)
11. Armenian Genocide: My Son Shall Be Armenian (film)
12. Black Dog of Fate: A Memoir: An American Son Uncovers his Armenian Past by Peter Balakian (book)
13. Memory Fragments from the Armenian Genocide: A Mosaic of a Shared Heritage by Margaret Dicanio (book)

Cambodia:

14. The Killing Fields (film)
14. Facing Death in Cambodia by Peter Maguire (book)
15. Children of Cambodia's Killing Fields: Memoirs by Survivors by Dith Pran (book)
16. On the Wings of a White Horse: A Cambodian Princess's Story of Surviving the Khmer Rouge Genocide by Oni Vitandham (book)

Darfur:

17. Darfur Diaries: Stories of Survival (film and book)
18. Not on Our Watch: The Mission to End Genocide in Darfur and Beyond by Don Cheadle and John Prendergast (book)

FACES OF GENOCIDE: A GALLERY EXHIBIT OF SURVIVORS

- 19. The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur by Brian Steidle with Gretchen Steidle Wallace (book)
- 20. The Translator: A Tribesman's Memoir of Darfur by Daoud Hari (book)

Rwanda:

- 21. Paul Rusesabagina and the Real Hotel Rwanda (film)
- 22. Canadian General Romeo Dallaire Shake Hands With the Devil: The Journey of Roméo Dallaire (film)
- 23. Shake Hands with the Devil: The Failure of Humanity in Rwanda (book)
- 24. Rupert Bazambanza: Smile Through the Tears (comic book)
- 25. Gilbert Tuhabonye: This Voice in my Heart : A Runner's Memoir of Genocide, Faith, and Forgiveness (book)

*Students may want to refer to the United States Holocaust Memorial Museum for research. There is an excellent collection of podcasts on issues of genocide: <http://blogs.ushmm.org/index.php/COC2/PO/>



NEVER AGAIN: Independent Social Action Projects

Do you want to play an active role in preventing genocides from occurring or assisting those who have fallen victim to such atrocities?

This option is available to students who wish to advocate for human rights as an extracurricular activity or a personal project. These are just some of the ways in which you can help:

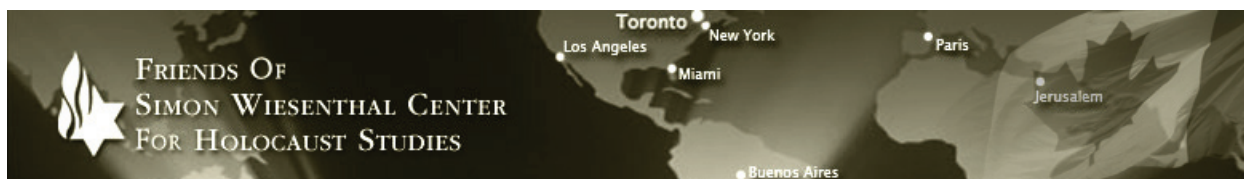
- Educate your peers about genocide or a selected genocide (invite a survivor to speak at school, create a poster campaign, set up an information table, assembly, or A/V presentation etc.)
- Aid survivors of a genocide locally (shelters, language exchanges for newcomers, babysitting etc.)
- Petition government to act to prevent genocide (letter writing to MPs, attend rallies etc.)
- Raise money for areas in need (organize fundraising event, sell t-shirts or other goods etc.)

Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) Essay Contest

With over 25,000 member-families and a far-reaching range of supporters, Friends of Simon Wiesenthal For Holocaust Studies has the capacity to effectively advocate for human rights on a grand scale within Canada and around the world. Students are urged to write a two thousand word essay comparing and contrasting the historical manifestations of Antisemitism to the Antisemitism of today, emanating either from European or Middle Eastern countries.

These essays can be submitted to FSWC and upon review, may be published and distributed by the Center.





ABOUT US

Tolerance • Justice • Human Rights

Friends of Simon Wiesenthal Center for Holocaust Studies works to improve Canadian society by combating hate and Antisemitism and supporting projects which promote tolerance, justice and human rights. Friends carries out projects and programmes in the following areas:

- International Programmes and Activities
- Educational Programmes in Canada
- Tolerance Education in Canada.

I. INTERNATIONAL PROGRAMMES AND ACTIVITIES

Friends is conducting its international efforts through:

- **Moriah Films:** Friends is a co-producer of various film documentaries about the Holocaust and Israel. Friends has co-produced the following films: *Genocide*, *The Long Way Home*, *Echoes that Remain*, *Liberation*, *In Search of Peace*, *Unlikely Heroes* and *Ever Again*. Most recently, Friends, in collaboration with Moriah Films has co-produced a feature documentary, which examines the life and legacy of famed Nazi hunter Simon Wiesenthal. A second documentary sequel film will be co-produced (*In Search of Peace II*) which examines Israel's history in the context of the peace process during the years 1967 through 1992.
- **Museum of Human Dignity, Jerusalem:** Friends, through designated giving by Canadian donors, is constructing, together with others, a tolerance center to reflect everyone's hopes and dreams in Israel and throughout the Middle East.
- **International Representation:** Friends of Simon Wiesenthal Center is increasingly sending ambassadors to represent the organization at various forums and assemblies. This includes recently the Assembly of State Parties for the International Criminal Court. It also included participation on a Wiesenthal delegation to Amman, Jordan to meet with His Majesty, King Abdullah.

II. EDUCATIONAL PROGRAMMES IN CANADA

Friends of Simon Wiesenthal Center proactively promotes tolerance, justice and human rights across Canada through some of the following programmes:

- **Hate Groups:** Researching, monitoring and tracking hate groups in Canada and around the world including shutting down of hate sites whenever possible, and production and distribution of a CD-Rom to schools, police, security and intelligence bodies.
- **University Campuses:** Friends is developing programmes to counter increasing Antisemitism and anti-Jewish sentiment on some university campuses.



- **Holocaust Remembrance:** Friends conducts various programmes across the country to ensure Holocaust remembrance and in doing so, to educate the public about the consequence of hatred.
- **Speakers' Bureau:** Host world renowned speakers at open community forums to educate on Antisemitism, terrorism and mutual respect and dialogue.
- **Educational library:** In the spirit of growing our ability to offer resources to students and scholars, for research purposes, Friends has developed the Harry and Barb Silverberg Reference Collection, which reflects issues concerning Antisemitism, terrorism and human rights.
- **Human Rights:** Commissions/Tribunals and Security Committees: As Internet related issues continue to proliferate, Friends is increasing its involvement in legal cases before the Canadian Human Rights Tribunal which can benefit from our acknowledged expertise and leadership in this field.

III. TOLERANCE EDUCATION IN CANADA

Antisemitism, racism and hatred between various ethnic and religious groups in Canada is on the rise according to hate crime reports. Friends has undertaken new and innovative measures to promote tolerance and contribute effectively to the improvement of Canadian society:

- **Student Education:** Friends has subsidized some 10,000 public school students to see a theatrical production entitled, *The Secret of Gabi's Dresser*. The play is a true story about a young girl who finds her gentle friends slowly turning against her as they are swept by the banality of Nazi euphoria. The play teaches students about the dangers of social influence – particularly with respect to racism. Other theatrical productions sponsored by Friends include *Anne Frank*, *Kindertransport*, and *Ten Green Bottles*. Friends has also screened the film, *I Have Never Forgotten You: The Life and Legacy of Simon Wiesenthal* for over 8000 secondary school students in Ontario, Quebec and British Columbia.
- **Professional Education:** Friends launched the Tools for Tolerance Programmes for Educators and Police officers in Canada. The Tools for Tolerance Programmes provide sensitivity training at the world renowned Museum of Tolerance on cutting edge issues concerning racism, Antisemitism, Holocaust education, personal awareness and leadership. To date, friends has sent some 600 educators, 206 administrators (Principals, Vice Principals, Department Heads and Superintendents) and 110 Canadian students to the world renown Museums of Tolerance in Los Angeles and New York Tolerance Center.
- **Resource and Leadership Training Centre:** Friends has constructed a new Centre with a cutting edge library and materials on Antisemitism; terrorism and human rights; and includes a leadership training facility for law enforcement, educators, students and the community at large.



