

- Documentary evidence of the Holocaust, such as the testimony of Herman Goering, Albert Speer and Rudolf Hess at the Nuremberg Trials provides a wealth of information about the Nazis' systematic plan against the Jews. Break students into small groups and assign each group a different individual transcript to read from these trials. After reading their transcripts, students may develop a profile of their individual's role in the Holocaust, making note of anti-Jewish laws and policies as revealed by their person, and prepare a group summary for the class. Transcripts and other information about the Nuremberg Trials may be found at this web site:
www.law.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm
- Direct killing is not the only punishable act associated with the crime of genocide. Ask students to research Articles II and III of the 1948 Convention on the Prevention and Punishment of Genocide and discuss what other actions are considered genocidal under international law. As an extension of this activity, students may analyze Articles II and III and apply them to current or past real world situations where a group's existence has been threatened (treatment of Native Americans, the Herero, Ukrainians or the East Timorese are valuable case studies for discussion). The complete text of the 1948 Convention may be found at this web site: www.unhcr.ch/html/menu3/b/p_genoci.htm
- Using excerpts from Leni Reifentahl's films, such as "Triumph of the Will," ask students to identify what propaganda techniques were used to dehumanize Jews and promote Nazi ideas. To gain further insight, students may also examine propaganda material by Joseph Goebbels, the Nazi propaganda minister whom many consider to be the mastermind behind the Third Reich. Powerful examples of Goebbels' work may be found at this web site:
www.calvin.edu/academic/cas/gpa/goebmain.htm
- In 2004, U.N. Secretary General Kofi Annan stated in a speech, "There can be no more important issue, and no more binding obligation, than the prevention of genocide." He proposed developing a Genocide Prevention Committee to monitor potential crises, provide early warning and make recommendations for action. Ask groups of students to develop their own proposals to help prevent future genocides.
- Lorna Miller's parents survived the Armenian Massacre, a genocide that has yet to be fully acknowledged. Share excerpts from Miller's and her husband Donald's book, *Survivors: An Oral History of the Armenian Genocide* (University of California Press, 1993) and ask students to research the historical policies of the Young Turks and current attempts by Armenians to keep their story, identity and memory alive.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.ushmm.org/
The United States Holocaust Memorial Museum site has numerous online exhibitions with compelling educational material on the Holocaust.
- www.yale.edu/cgp/
Yale University's Cambodian Genocide Program offers students and teachers access to maps, photographs and other resources associated with the Cambodian genocide.
- www.chgs.umn.edu
The University of Minnesota's Center for Holocaust and Genocide Studies provides links to oral histories, narratives and documents related to various genocides throughout history.

Suggested Print Resources

- Brunner, Kira, editor. *New Killing Fields: Massacre and the Politics of Intervention*. Basic Books, New York, NY; 2002.
- Gourevitch, Philip. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*. Farrar, Straus and Giroux, New York, NY; 1998.
- Halo, Thea. *Not Even My Name*. Picador, USA, New York, NY; 2000.
The story of the Turkish genocide of Christian minority groups as told by the daughter of a survivor.
- Power, Samantha. *A Problem from Hell: America and the Age of Genocide*. Basic Books, New York, NY; 2002.
- Wiesel, Elie. *Night*. Hill and Wang, New York, NY; 1960.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.
Curriculum Specialist, Schlessinger Media

TITLES IN THIS SERIES

- AFRICA: CHALLENGES IN THE 21ST CENTURY
- GENOCIDE
- GLOBAL ECONOMIC ISSUES
- GLOBAL ENVIRONMENTAL ISSUES
- GLOBAL SCIENCE & TECHNOLOGY ISSUES
- HUMAN RIGHTS
- LATIN AMERICA: CHALLENGES IN THE 21ST CENTURY

Teacher's Guides Included
and Available Online at:



800-843-3620



Teacher's Guide and Program Copyright 2004 by Schlessinger Media,
a division of Library Video Company

P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Executive Producer: Andrew Schlessinger

Programs produced and directed by CBS News Productions.

All rights reserved.

D6802
V8842



GENOCIDE

Grades 9 & up

This guide is a supplement designed for teachers to use when presenting programs in the series, *Global Issues for Students*.

While science and technology have improved the standard of living for many people in the past fifty years, the global community has not been able to find solutions to major issues such as genocide, persistent poverty and environmental degradation. While the current wave of globalization has brought people in closer contact than ever before, it has also heightened our awareness of the tremendous gap in standards of living between the developed and developing worlds. *Global Issues for Students* will help viewers understand the historical causes, enduring effects and possible solutions to complex world problems. Students will increase their awareness of global issues that directly impact their lives, and in learning about these issues from a more global perspective, will become more knowledgeable citizens in our increasingly interconnected world.



Program Summary

Genocide is the planned effort to destroy a cultural or ethnic group in whole or in part. Millions of people were systematically killed in tragedies such as the Armenian Massacre and the Holocaust, but despite the U.N. Convention on the Prevention and Punishment of Genocide in 1948 and the universal refrain of “never again,” genocides continued to occur throughout the 20th century in places like Cambodia, the former Yugoslavia and Rwanda. Collective massacres of innocent people continue to happen today.

How can these atrocities be allowed to happen in today’s world? In the past, world governments ignored warning signs, waited too long to get involved or simply did not think it was in their national interest to intervene.

The NATO bombing of Kosovo in 1999 set a controversial precedent for armed intervention to prevent genocide or other crimes against humanity. Using force to stop genocide remains a major global issue.

What else can be done to prevent genocide? Non-governmental organizations monitor governments around the world, while genocide survivors work hard to keep the memories of their ancestors alive based on the tenet that understanding the past may help to protect the future.

Vocabulary

genocide —The planned destruction of a group of people because of their race, religion, ethnicity or political beliefs.

Hutu —The majority ethnic group living in Rwanda. Militant Hutu participated in the planned extermination of over 800,000 Tutsis and moderate Hutu in Rwanda in 1994.

Tutsi — A minority ethnic group living in Rwanda. The Tutsis were the favored group under Belgian colonial rule, and became the targets of a Hutu massacre in 1994.

Nazi Party — Adolf Hitler’s political party in Germany. Also known as the National Socialist German Workers’ Party.

World War II —The second major war of the 20th century that involved the Allied Powers led by the United States, Russia, Great Britain and France who fought the Axis Powers, which included Nazi Germany, Japan and Italy.

Convention on the Prevention and Punishment of Genocide — A United Nations treaty adopted on December 9, 1948 that marked the first time in history that the nations of the world united to prevent genocide. The treaty was ratified and in force on January 12, 1951.

propaganda — Information that is distributed with the intent of promoting a cause or influencing others to believe in a particular idea or value.

dehumanization —The act of taking away or degrading an individual or cultural group’s self-worth or humanity, by either mental or physical abuse.

(Continued)

Ottoman Empire —Also known as the Turkish Empire, the dynasty was created in the 13th century and lasted until the end of World War I.

World War I —The first major war of the 20th century that involved the Allied Powers, led by Great Britain, France and Russia, who fought the Central Powers, which included Germany and Austria-Hungary. The United States joined the Allied side in 1917.

Final Solution —The system of exterminating Jews, developed by Adolph Hitler in Nazi Germany during World War II.

Nuremberg Trials —A series of war crimes trials that began in 1945 and sentenced Nazi war criminals to death for their role in the Holocaust.

Holocaust —A term that refers to the destruction of many people; primarily used to describe the planned killing of European Jews and others not considered “racially pure” by the Nazis during World War II.

Khmer Rouge —A communist group in Cambodia led by Pol Pot that was responsible for killing over one million Cambodians in the late 1970s.

ethnic cleansing —A term used to describe the forced removal and mass murder of ethnic groups during the 1990s civil war in the former Yugoslavia.

Rome Treaty —A 1998 United Nations treaty that created a permanent international criminal court to try cases involving genocide or other crimes against humanity.

crimes against humanity — Crimes, such as murder, rape and torture, against a collective group of people that can occur in times of war and peace. Distinguished from genocide in that crimes against humanity do not involve the intent to destroy a group “in whole or in part,” but involve a policy that is “widespread and systematic.”

Eichmann Trial —The 1961 trial of Nazi Lieutenant Colonel Adolf Eichmann, in which details of the Holocaust were revealed to many people for the first time. It was the first televised courtroom trial in history.

Human Rights Watch —A non-governmental organization, or NGO, dedicated to protecting the human rights of people around the world.

Pre-viewing Discussion

- Ask students to offer a definition of genocide and to provide historical examples that help to reinforce their definition.
- One of the lessons often cited in the study of genocide is “never forget.” Why is it important to remember past incidents of genocide?
- The Holocaust represents the slaughter of eleven million people by the Nazis, most remembered for the systematic killing of six million Jews. Ask students to discuss what they know about Adolph Hitler and the Holocaust.

Focus Questions

1. What is the meaning of “genocide”?
2. Who was Raphael Lemkin? Why is he significant?
3. What role has propaganda played in the destruction of specific cultural groups?
4. Why did Turkish leaders target Armenians during World War I?
5. How were Jews dehumanized in Nazi Germany?
6. What theories help explain why the world did not intervene to prevent the Holocaust?
7. How did Pol Pot want to remake Cambodian society?
8. Why did Slobodan Milosevic initiate a campaign of “ethnic cleansing”?
9. What was the result of the 1998 Rome Treaty?
10. Describe some ways that genocide can be prevented.

Follow-up Discussion

- The U.S.-led NATO bombing of Kosovo in 1999 was very controversial, as the attack was made without United Nations approval and resulted in an escalation of violence and civilian deaths. Ask students to discuss their opinions about whether the bombing was justified.
- In Cambodia, Pol Pot and the Khmer Rouge killed almost two million people, but technically, the tragedy in the country’s “killing fields” does not fit the classic definition of genocide. Why not?
- In December 2003, the U.N. International Criminal Court for Rwanda found three Rwandan journalists guilty of genocide. What was the significance of this ruling?

Follow-up Activities

- The Rome Treaty, adopted in 1998 and ratified in 2002, created the world’s first permanent court for the purpose of prosecuting international war crimes such as genocide. Ask students to research the Rome Treaty and evaluate the United States’ involvement and subsequent decision to withdraw in 2002. As a follow-up, students may hold a mock debate to present opinions for and against signing the Treaty. The full text of the Rome Treaty may be found at this web site: www.un.org/law/icc/
- Retired Lt.-General Romeo Dallaire, commander of the United Nations peacekeepers during the Rwandan genocide, said that world leaders were responsible for the slaughter because they knew what was going on and did nothing to stop it. Ask students to research and develop a time line of the Rwandan genocide, describe how much world leaders knew and offer an opinion about why they chose not to intervene.

(Continued)