

**LESSON PLAN**

**Survivors' Stories: Impact of the "Killing Fields" on Cambodia**

MODULE ONE. FOUNDATION: *UNIT VI. I International Implementation, Monitoring, and Enforcement*

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**LENGTH**

2 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

Star: 12.1.13, 12.3.9, 12.4.6, 12.4.7

**McREL NATIONAL STANDARDS**

History: 1.1, 2.1

**OBJECTIVES**

1. Students will develop an understanding of the impact of the *Killing Fields* on citizens of Cambodia and the response made by the World Communities.
2. Students will appreciate the rights, freedoms, responsibilities, and benefits of citizenship in the United States.
3. Students will develop skills for historical analysis by analyzing diaries and letters of survivors of the "Killing Fields".

**TERMS**

Amnesty International  
Crimes Against Humanity  
Genocide  
Human Rights  
Khmer Rouge  
"Killing Fields"  
Pol Pot

**MATERIALS**

- Attached Report Worksheet
- Website:  
Survivor Stories  
<http://cybercambodia.com/dachs/survivors.html>

**Day One**

- I. Students will develop a timeline for the "Killing Fields".
- II. Divide students into eight groups. Direct students to the above web site. Assign each group one of the stories. Hand out report worksheets. Have each group select a recorder and reporter.

**Day Two**

- III. After each group has completed research, they will present their worksheet. After presentation, remaining students will be given opportunity to ask the entire group questions.
- IV. Closure: How do the stories apply to human rights? Was there a violation of human rights? If yes, in what ways? How did the world community respond to the "Killing Fields"? Any lasting impact?

**WORKSHEET**  
**Survivors’ Stories: Impact of the “Killing Fields” on Cambodia**

- I. PERSON(S) TELLING STORY:
  
- II. BIOGRAPHIC BACKGROUND OF PERSON(S) TELLING STORY:
  
  
  
  
  
- III. LIST FIVE (5) IMPORTANT HIGHLIGHTS OF STORY:
  - 1.
  
  - 2.
  
  - 3.
  
  - 4.
  
  - 5.
  
- IV. GROUP’S POSITION ON IMPORTANCE OF STORY:
  
  
  
  
  
- V. WHAT ADDITIONAL INFORMATION DOES THE GROUP WANT TO RESEARCH? WHY?