LESSON PLAN

What is Genocide?
FOUNDATION: UNIT VI. I International Implementation, Monitoring, and Enforcement
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LENGTH
NEBRASKA SOCIAL STUDIES STANDARDS
McREL NATIONAL STANDARDS
4 days
World History: 12.2.10
US History: 25.1,25.4
World History: 44.5, 44.6, 44.10, 44.11

OBJECTIVES
1. Students will research several conflicts that lead to accusations of genocidal practices in the 20th and 21st centuries.
2. Students will determine the appropriateness of the term “genocide” to the actions they research.
3. Students will analyze the international/national response to the events and to the court cases that followed each conflict.

TERMS
Genocide
The Convention on the Prevention and Punishment of Genocide

MATERIALS
• Paper and pens
• Websites:
  http://www.preventgenocide.org/prevent/scherrer.htm
  Prevent Genocide International
  http://www.preventgenocide.org/
  Genocide Convention (additional)
  http://www2.ohchr.org/english/law/genocide.htm
  http://www.religioustonerance.org/genocide6.htm

Day One:
I. Introduce students to discussion on how prevalent the practice of genocide has been in the 20th century.
II. Assign students to read the report in the first website above on Preventing Genocide. Have them complete an essay response to the statement: “Genocide is a preventable practice.”

Day Two – Three:
III. Have students select one of the countries listed below and complete a research project and visual presentation of the conflicts that lead to accusations of genocidal practices.

Darfur       Bosnia       Rwanda       Cambodia

Manchuko. (Manchuria under Japanese occupation)
Ensure that the report includes information on the subsequent court cases that followed the conflict, names those persons brought to trial, and reveals the international perception of the trials.

**Day Four:**

IV. Have students present their projects.

V. Engage in a final class discussion that compares and contrasts the situations in each country and the international response. Have students speculate on why the international community responded as it did, and how this relates to the summary report offered by Dr. Scherrer.