

LESSON PLAN

What is Genocide?

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

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LENGTH

4 days

NEBRASKA SOCIAL STUDIES STANDARDS

World History: 12.2.10

McREL NATIONAL STANDARDS

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:
 - Preventing Genocide: summary of a *Stockholm International Forum on the Holocaust*, 26 - 28 January 2000 presentation)
<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.religioustolerance.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)

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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.