

*(Please Note: After initially planning on creating lessons on both Schindler's List and Hotel Rwanda, I found the most effective way to use video to teach genocide was through a combination of short and feature length film. This decision is in alignment with my 2010-2011 teaching goals at Harwich High School, which are:

1. Create units that provide time for students to have self reflection and to enable them to make thoughtful, healthy choices.
2. Form lessons that create a safe classroom environment where students feel free to give authentic feedback.
3. Use video in a pointed way which encourages higher order thinking.

World History I, Genocide: Using video to explore the Holocaust and Rwanda

Grades: 9

Duration of Activities: 10, 50 minute periods

Unit: Overarching theme of genocide within the World Religions and African Units

Lesson: Choosing how to participate and the connection of the holocaust and genocide in Rwanda.

Learning Objectives:

1. The students will be able to analyze the importance of understanding your own identity.
2. The students will synthesize information about peer pressure and to evaluate their own participation in membership.
3. The students will analyze the history behind the build up to genocide in Germany and Rwanda.
4. The students will describe the judgment produced by the Nuremberg trials
5. The students will synthesize information on genocide and choose their own way to participate.
6. The students will be able to identify the stages of genocide.

Essential Questions:

1. What helps to create a potentially genocidal society?
2. What are some of the steps of genocide?

3. What are a few reasons why choosing to participate in your own way is so important?
4. Are we a potentially genocidal society?

Assessment Evidence:

Formative Assessments: Think pair share, 3-2-1, found poem, reflective writing, compare and contrast genocide chart, levels of questions, “Be the Change” writing assignment.

Summative Assessments: Rwandan journal writing assignment, World Religions Unit Test, African Unit Test

Scope and Sequence: Identity, membership (we and they), History, Judgment (memory and legacy), choosing to participate.

Procedures: 10, 50 minute periods

Part I: The Holocaust through Video: 5, 50 minute periods

Day 1:

Identity:

Activity 1: 10 minute video of Frank Tashlin’s classic short story “The bear that wasn’t a bear”. The students will reflect in their journals about the bears struggle with if he was a bear. <http://www.youtube.com/watch?v=cq0a5JTSGvU>

Quiet reflective writing answering the following:

How did they make him believe he was not a bear?

When do you feel like he started to believe them?

What do you think this movie is trying to say?

What made him realize he was a bear at the end?

If he was a baby bear, do you think the outcome would have been different and how?

Has anyone ever tried to tell you that you are someone or something that you are not and how did it make you feel?

Share in your answers in your group of 3. After a class discussion

Membership:

Activity 2: Academy Award winning short film Pigeon, 10 minutes. The film demonstrates one women’s ability to help a Jewish man on a train being boarded by the Nazi’s.

Teaching Strategy 3-2-1:

3 basic facts about the movie

2 emotions portrayed in movie

1 question you have after watching the movie

Followed by a discussion on the women’s ability to think, “Not what is going to happen

to me, but what is going to happen to him”.

Day 2

Activity 3: Stanley Milgram’s experiment revisited, 6 minute clip,

<http://www.youtube.com/watch?v=BcvSNg0HZwk>

Think-Pair-Share: After video give the student’s worksheet based on:

Hannah Arendt wondered, “How do average, even admirable, people become dehumanized by the critical circumstances pressing in on them?” In the 1960s, Stanley Milgram, a professor at Yale University, decided to find out by recruiting college students to take part in what he called “a study of the effects of punishment on learning.” In Milgram’s words, “The point of the experiment is to see how far a person will proceed in a concrete and measurable situation in which he is ordered to inflict increasing pain on a protesting victim... At what point will the subject refuse to obey the experimenter?”¹

Have them answer:

1. In your opinion how big of a part did obedience and conformity play in the rise of the Nazi party?
2. What are some steps you could take to be an upstander and not a bystander.
3. Rosa Parks once said: “You need an institution to support you so you can react in a focused manner”. What do you think she meant?

History:

Activity 4: Timeline of Christian persecution of Jews presented with lecture

Timeline:

30AD Death of Jesus

85 The gospel of Matthew: roots of deicide charge

167 Bishop Melito: 1st recorded charge of deicide against the Jewish people

312 Constantine’s vision of the cross

400-414 History’s 1st major pogrom in Alexandria, Egypt, wiping out its city’s Jewish community

1095 Crusades begin

1096 Over 1000 Jews slaughtered in Mainz, Germany

1215 4th Lateran Council: clothing, sets stage for ghettos, “There is no salvation outside the church”

1348 Plague: Jews blamed; over 300 Jewish communities wiped out.

1400 Inquisition in Spain with forced conversions

Feudalism- role of Jews as money lenders

1492 Expulsion from Spain

1520 Martin Luther and expulsion /creation of Jewish ghettos

1700 Enlightenment-more integration but also scapegoats

1879 Wilhelm Marr, Germany

1899 The Dreyfus Case, France

1940 The Holocaust

1965 Vatican II-Jews not guilty of deicide, not rejected by God, unbroken covenant with God

2000 Pope John Paul II at the Western Wall

Day 3

Activity 5: Historical case study 1939 The Jewish district in pre-war Warsaw 10 min. (in color) http://www.youtube.com/watch?v=Bi2KImJ_eOk .

Reflective Writing and share in groups of 3

Write down some of the emotions people are displaying?

How different do these people seem from you?

Describe the kids that you see in the movie.

Activity 6: Coverage of propaganda: *Confessions of a Hitler youth* video 10 min.

Reflective writing and share with entire class

What was so attractive about being apart of the Nazi youth?

How was it exciting to be apart of the Nazi youth?

Did Hitler make the youth feel that they were important?

Do you think you would have been apart of the Nazi youth?

Activity 7: Movie, Europa Europa “How to recognize a Jew” 4 1/2 minutes via instant play Netflix.

In peer groups of 3 answer the following questions:

1. Name 3 ways in which the teacher tells the students you can figure out who is a Jew and how pure of an Aryan you are.
2. Why do the students listen to the teacher?
3. Do you ever question the point of view of your teachers? Give an example.

Activity 8: Schindler’s list clip of the horrors of Krakow ghetto, 2 ½ minutes,

<http://www.youtube.com/watch?v=9oNmZ9immPs&feature=related>

1. Writing piece: Capture some of the emotions, sites, horrors, colors that are seen in the clip and write down in a separate list or brief sentences some of your emotions when watching this.

2. Think Pair Share: Describe some of the roles or situations Jews are in during these scenes and how are they very different from their roles that were seen in the 1939 pre-war Warsaw footage?

Day 4

Restorative justice

Activity 9: <http://www.youtube.com/watch?v=FsOpcMFkrFs> PBS film 10 minutes. The Legacy of War: The Nuremberg Trials

Teaching Strategy: Found Poem: Each student will write down 3 sentences while watching the movie that are either direct quotes or emotions that they are feeling directly

from the images that they are viewing. After the film, the students will get into groups of 4 and write their sentences on strips of paper. The students will then arrange the strips of paper on a large piece of paper each strip becoming a line from a 12 sentence poem.

Each group will hang up their “found poem” and read it to the class. Discussion will follow.

Choosing to participate:

Activity 10: Arthur Schindler Bio. http://en.wikipedia.org/wiki/Oskar_Schindler

Schindler’s List Trailer 4 minutes

<http://www.youtube.com/watch?v=TAH3RTRICHY>

Think-pair-share on:

1. Was he a hero or an opportunist?
2. What did Schindler mean by, “Whoever saves one life, saves the whole world”?

Activity 11: 3 ½ minute video, “Little Things are big” by Jesus Colon

Teaching Strategy: “levels of questions worksheet” and discussion based on worksheet.

<https://docs.google.com/Doc?docid=0Af1CWZf8d7HzZGc5amQ4el80MWc2dHdqGQ4&hl=en>

Activity 12: 10 minute video on Arn Chorn Pond “Everyone has a story” (Cambodian Refugee) <http://www.facinghistory.org/node/1055>

1. 5 minute quiet reflective writing on Arn’s story and answering the question, Is there anyone new to the school that you feel is in a similar situation as Arn? How could you help his/her transition into Harwich High School?

2. Students will explore “Be The Change” interactive website,

<http://www2.facinghistory.org/campus/BeTheChange.nsf/home?openform>

They will each have their own laptop and will be asked to write a paragraph about 2 people highlighted on the website that symbolize, “Being the change”

Day 5

Activity 13: Presentation from Mr. Dickson’s high school STAND club on what we are doing in school presently to fight genocide and in particular genocide in Darfur.

Part II. Exploring Rwanda Genocide Through video (revisiting the holocaust): 5, 50 minute periods

Day 1

Activity 14: History of Rwandan Genocide Power Point and lecture

<https://docs.google.com/a/harwich.edu/fileview?id=0B6aDuUM5EEEXMTk4MmM3NWItNDQyMi00NzkyLWI3YjQtMzg0MTkzODM5NGJl&hl=en>

In class and homework reading of, "We wish to inform you that tomorrow we will be killed with our families" Chapter 2 by Philip Gourevitch and answer 11 questions.

1. Define decimation. How does this term relate to Rwanda?
2. What do Rwandans call life prior to the 1994 program of Genocide?
3. After April 6, why did the Tutsi have reason to be concerned?
4. Where did the Tutsis go to escape the Hutus? Do you think this was a logical and wise decision? If you were being hunted, where would you go?
5. What did Dr. Gerard do when he learned there were Hutus among the Tutsi refugees?
6. Why is it ironic that Dr. Gerard and Pastor Ntakirutimana were involved in the killing? What other authorities figures were involved?
7. "Your problem has already found a solution. You must die." What problem is the Pastor referring to?
8. How did the Hutus find Tutsis that were still alive after the initial massacres?
9. Why was Manase surprised to hear that the total killed attempting to hide from the Hutus?
10. How were flocks of birds a warning sign to Tutsis attempting to hide from the Hutus?
11. Based upon your knowledge of genocide, describe 3 examples from the reading that indicated the events in Rwanda were genocidal.

Day 2

Activity 15: View Hotel Rwanda

While viewing Hotel Rwanda use chart to compare and contrast the Genocide in Rwanda with the Holocaust and the 8 stages of genocide:

Directions: there are 8 stages of the Holocaust, write down each stage applied to both the Holocaust and Rwanda.

1. Classification: All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, nationality.
2. Symbolization: We give names or other symbols to the classifications.
3. Dehumanization: One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects, diseases. Dehumanization overcomes the normal human revulsion against murder.
4. Organization: Genocide is always organized, usually by the state. Special army units or militias are often trained and armed. Plans are made for genocidal killing.
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.
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. Segregated into ghettos, forced into concentration camps, or confined to a famine-struck region and starved.
7. Extermination: Begins, and quickly becomes the mass killing called genocide. It is “extermination” to the killers because they believe their victims are not fully human.
 8. Denial: Allows follows 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.

If students need more info to complete they can follow:

<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>

Day 3

View entire movie, “Hotel Rwanda”

Take notes for creative writing and presentation assignment

Writing Assignment:

<https://docs.google.com/a/harwich.edu/leaf?id=0B6aDuUM5EEEXNjMzZDk5YWEtYWJjZS00YjI4LWE1ZGItZGM5MTQ4N2VINjIj&hl=en>

Grading Rubric:

<https://docs.google.com/a/harwich.edu/leaf?id=0B6aDuUM5EEEXZDczNGQ1MzUtNjA2ZS00ZWFlLWE5NWItYjRiYWVhMjZiNWRj&hl=en>

Rough draft due the next day

Day 4

Finish Hotel Rwanda

Peer editing

Presentations due next day

Day 5

Presentations and class reflection

Resource Used:

Video/Interactive online:

Bear that Wasn't a Bear via Youtube

Stanley Milgram's experiment revisited via Youtube

1939 The Jewish District in pre-war Warsaw in color via Youtube

Confessions of a Hitler Youth via Facing History and Ourselves

Europa, Europa via instant Netflix

Schindler's List clip of Krakow ghetto via Youtube

The Legacy of War: The Nuremberg Trials via Youtube

“Little Things are Big” by Jesus Colon via Facing History and Ourselves

Arn Chorn Pond “Everyone has a story” via Facing History and Ourselves

“Be the Change” interactive website via Facing History and Ourselves
Hotel Rwanda via Harwich High School Audio Visual Dept.

Text material

Milgram experiment worksheet via Facing History and Ourselves

Oscar Schindler Biography via Wikipedia

Historical Timeline of Christian persecution of Jews via Facing History and Ourselves

Found Poem teaching strategy via Facing History and Ourselves

Levels of Questions worksheet via Facing History and Ourselves