

WINSTON CHURCHILL QUOTE

Resource 2-1

Begin this activity by telling students you are going to read an excerpt from a radio address made by British Prime Minister Winston Churchill to the British people on August 24, 1941, in which he describes atrocities committed by Nazis during the invasion of Soviet Russia. Churchill knew that Nazis were not limiting their killing to Russian soldiers, but that paramilitary groups were also murdering civilians in towns, cities, and rural areas. Churchill was a thoughtful speaker and a man with a rich vocabulary, but in this case, he found himself without the word or words he needed to name what was taking place.

Before reading ask a few students what they predict might be in the paragraph. Then read it aloud:

“

The aggressor ... retaliates by the most frightful cruelties. As his Armies advance, whole districts are being exterminated. Scores of thousands - literally scores of thousands - of executions in cold blood are being perpetrated by the German Police- troops upon the Russian patriots who defend their native soil. Since the Mongol invasions of Europe in the Sixteenth Century, there has never been methodical, merciless butchery on such a scale, or approaching such a scale.

And this is but the beginning.

Famine and pestilence have yet to follow in the bloody ruts of Hitler's tanks.

We are in the presence of a crime without a name.

”

Winston Churchill, from August 24, 1941 radio address

- After reading ask students if they know of the name or a name for the events Churchill was describing in 1941. Write any words, answers, or ideas they share on the board. Even if a student uses the word “genocide” right away, continue to gather responses for a minute or two.
- Then ask students if they are familiar with the word genocide enough to be able to define it. Ask a volunteer or two to define it.
- After students have offered their definitions, pass out the definition on the next page, and read through it with students. Ask them to compare how their personal/class definitions was the same as the official definition, and how it was different. Discuss.

DEFINITIONS OF THE 10 STAGES OF GENOCIDE

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Genocide is a process that develops in ten stages that are predictable but not impossible to stop or prevent. At each stage, preventive or responsive measures can stop it. The process is not linear. Stages may occur simultaneously, and all stages continue to operate throughout the process.

1. CLASSIFICATION

All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality, and CLASSIFICATION is the process of putting people into one or more specific classes for the purposes of emphasizing a separation of people in a society. Societies that lack mixed categories or where there is extreme separation of people into classes are the most likely to have a genocide.

2. SYMBOLIZATION

SYMBOLIZATION is using representative names or other symbols for a classification of people to more easily identify or summarize people into that group. Group names can be positive, negative or neutral in a society, such as “Christians”, “Jews”, “Muslims”, or “Atheists”, but the SYMBOLIZATION stage emphasizes that all people in that group, called that name, are the same. SYMBOLIZATION often includes the adoption of physical indicators to distinguish a group, such as dress, custom, or religious symbols to represent members of groups.

3. DISCRIMINATION

DISCRIMINATION occurs as a stage when a class of people in power in a society create or use laws, customs, and/or political power to deny rights and opportunities to members of one or more other groups; this can include preventing one or more groups from having full civil rights, voting rights, or even citizenship. This practice ensures the dominant group has more power, often protected or provided by law, and legitimizes the victimization of weaker groups.

4. DEHUMANIZATION

DEHUMANIZATION occurs when one group denies the humanity of a target group, equating them with animals, vermin, insects, or diseases. DEHUMANIZATION is a key stage in a process that leads to genocide because it contributes to conditions that can overcome the normal human revulsion against murder: it is easier to kill a person if a person thinks of that person as a snake or a cockroach rather than as a human being.

5. ORGANIZATION

Genocides are always organized. ORGANIZATION occurs when plans are put in place for attacking a targeted class of people, usually by the state/government or members in that government. A government will often use a militia or paramilitary group to carry out attacks and/or genocidal killings, to provide deniability of state responsibility, though sometimes the ORGANIZATION is informal or decentralized. Often during the ORGANIZATION stage, the units who carry out killings are trained, armed, and instructed and/or inspired to carry out violence.

PLEASE DO NOT THROW AWAY

USED MULTIPLE DAYS

These stages and definitions come directly from the work of Dr. Gregory Stanton, and have been adapted (simplified) for secondary students being introduced to the concept of genocide and historic examples of genocide and mass atrocity as part of Michigan Holocaust and Genocide Education (MHGE) lesson plans, though the original language has been retained as much as possible. The stages were first presented (as a briefing paper) at the US State Department in 1996 by Dr. Gregory Stanton, and the full, un-adapted definitions, plus further information, can be found at the website GENOCIDE WATCH (<http://www.genocidewatch.org/home.html>)

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Continued...

6. POLARIZATION

POLARIZATION occurs when groups are driven apart in a society by extremists, propaganda, hate speech, laws (DISCRIMINATION), terrorism, and/or other means. POLARIZATION often includes identifying and silencing (through intimidation, arrest, violence, etc.) members of any group in that society that can actively or potentially work to stop a genocide, such as moderates or peacekeepers in the perpetrators' own group.

7. PREPARATION

PREPARATION occurs when national or perpetrator group leaders begin to take specific steps necessary to prepare a society for the beginning of the violence of a genocide. It can include using terms or euphemisms in public, such as in the media, to cloak or justify their intentions, such as "cleansing" or "purifying" a society, and/or creating fear in a society of the victim group, such as "we are in danger", or "if we don't kill them, they will kill us." It can also include arming and mobilizing perpetrators to be in position to carry out violence.

8. PERSECUTION

PERSECUTION occurs when victims are identified and separated, stripped wholly or in part of power, property, and free membership in a society, and are sometimes even segregated by force into separate areas, such as a ghetto, concentration camp or detention zone, or confined to a specific geographic region. Violence begins, and this can include group massacres; killings are acts of genocide because they intentionally destroy part of a group.

9. EXTERMINATION

EXTERMINATION is the stage of mass killing and other measures, taken by perpetrators organized into militias, paramilitary groups, and/or armed forces, to eliminate the victim group. At this stage, only rapid and overwhelming armed intervention can stop genocide.

10. DENIAL

DENIAL is the final stage that lasts throughout and always follows a genocide. It can include physical measures of perpetrators to cover up evidence and intimidate witnesses to genocide, legal measures to arrest and punish individuals inside a state or nation who bring attention to the genocide, and/or diplomatic measures to deny a genocide occurred in the national and global policies and politics of a state/government. DENIAL can also include working to provide proof that the charge or evidence of genocide is false, a hoax or exaggeration, or the political or economic agenda of those opposed to the perpetrators and/or state/government accused of genocide or who might make a claim against it.

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DEFINITION OF GENOCIDE

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GENOCIDE

On December 9, 1948, the United Nations approved the Convention on the Prevention and Punishment of the Crime of Genocide, which establishes genocide as an international crime, defined as follows:

[A]ny of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. Imposing measures intended to prevent births within the group;
5. Forcibly transferring children of the group to another group.

SOURCE: www.ushmm.org

HOLOCAUST

The systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

SOURCE: www.ushmm.org

ARMENIAN GENOCIDE

Beginning in 1915, ethnic Armenians living in their historic homeland in the Ottoman Empire were rounded up, deported, and executed on orders of Turkish leaders of the government who wanted to create a new Turkish state. The combination of massacres, forced deportation marches, the forcible transfer of children, and deaths due to disease and starvation in concentration camps is estimated to have killed approximately 1.5 million people between 1915 and 1923, and the majority of victims were ethnic Armenians.

SOURCE: www.genocideeducation.org

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USED MULTIPLE DAYS

PHOTO OF JEWISH MAN AND NAZI OFFICER

Resource 2-4

1. Notice details; be sure to pay attention to every quadrant; work to observe details before you start thinking about what they “mean”;
2. After you’ve spent time noticing details, begin to formulate questions, such as:
 - Who is pictured?
 - What are they doing?
 - What is the context for the photo?
 - What knowledge do I have that might help me understand this?
 - What details in the photo give me a clue to what is going on?
3. Finally, after considering details and asking questions, decide how the photo is an example of one or more of the STAGES of GENOCIDE.



You can find this photo online at:

www.mhge.org/2-4