

PHOTO FOR STAGES 1 & 2

Resource 3-1

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3. Finally, after considering details and asking questions, decide how the photo is an example of one or more of the STAGES of GENOCIDE.



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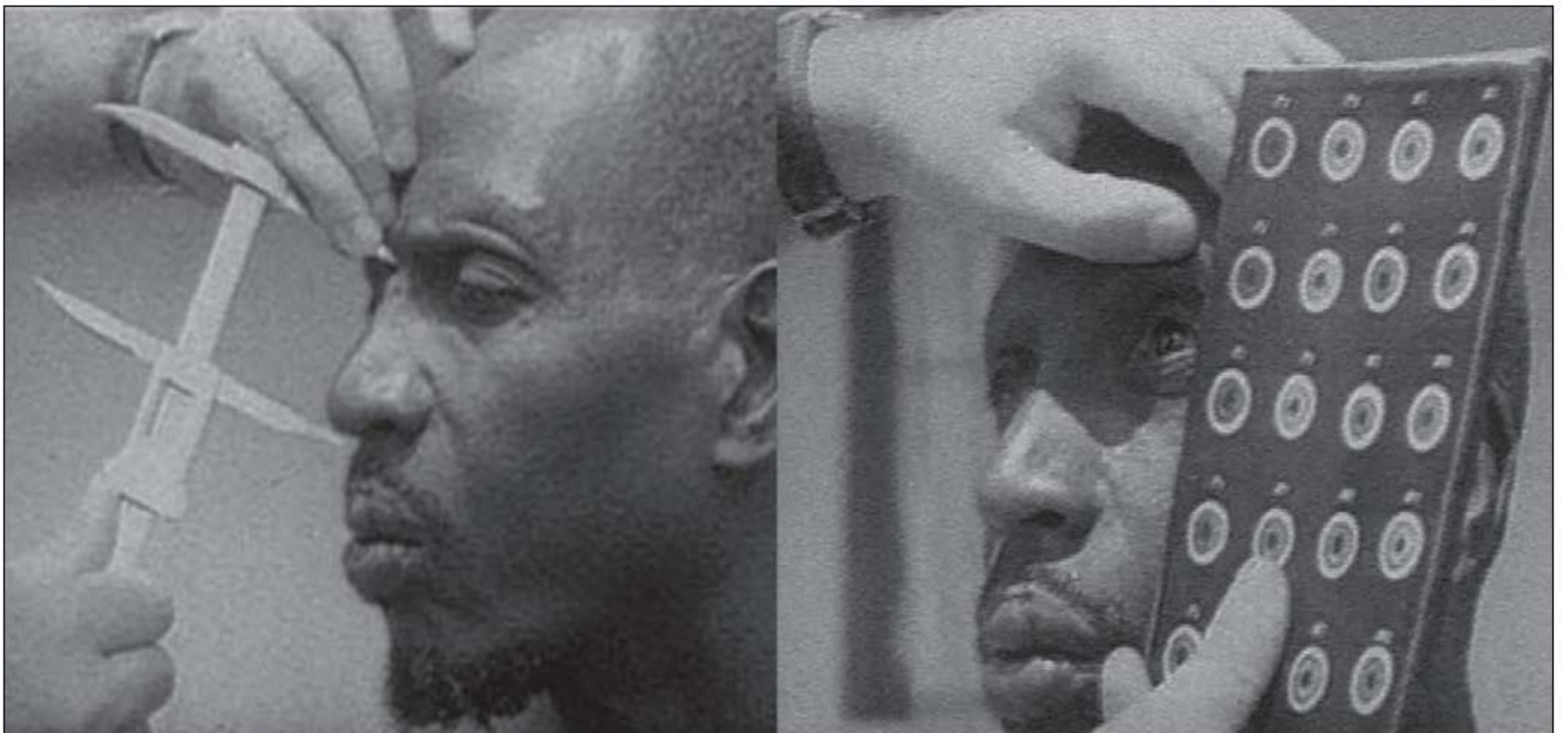
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The New York Times
 MONDAY, JANUARY 11, 1915

SAYS TURKS ADVISE CHRISTIANS TO FLEE
Fear of General Massacre in Constantinople if Allied Fleet Passes Dardanelles.

Special Cable to THE NEW YORK TIMES. ATHENS, Jan. 9. (Dispatch to The London Daily Telegraph.)—A man arriving from Constantinople who is in a position to know the facts has given me a mass of information concerning the present condition of affairs in the Turkish capital. He says the Turkish Government has no fear of an international revolution, and that the measures taken against the enemies of the Young Turk Committee are so drastic that no concerted movement on their part is possible.

The whole attention and anxiety of the Government is concentrated on the possible forcing of the Dardanelles by the allied fleet. It seems also that this fear is shared by their German mentors, for Baron von Wangenheim, the German Ambassador, has warned the Minister of a Balkan State in Constantinople that in the event of the allied fleet's forcing the straits, the Turks will vent their wrath by a massacre of the Christian population. In Constantinople no endeavor is any longer made by the Ministers to hide their feelings toward their Christian subjects.

To the Greek Patriarchate, who was sent to Talaat Pasha to remonstrate against the excesses committed by the organs of his Ministry, he unequivocally replied that there was no room for Christians in Turkey, and that the best the Patriarchate could do for his flock would be to advise them to clear out of the country and make room for the Moslem refugees.

The New York Times
 WEDNESDAY, JANUARY 13, 1915

CHRISTIANS IN GREAT PERIL.
Talaat Bey Declares That There Is Room Only for Turks in Turkey.

Special Cable to THE NEW YORK TIMES. ATHENS, Jan. 12. (Dispatch to The London Morning Post.)—It is asserted in well-informed circles that the Turks for the present have abandoned their advance against Egypt.

In Constantinople anxiety regarding the possible forcing of the Dardanelles continues.

It is evident that the situation for Christians is extremely precarious even in the large cities, and Talaat Bey, the Minister of the Interior, has stated to the Councillor of the Greek Patriarchate that in Turkey henceforth there will be room only for Turks. While he was profuse in assurances to the Greek Minister regarding the cessation of anti-Greek persecutions, no real amelioration of the situation is perceptible.

The Turks are again fortifying the Tchatalja lines.

The New York Times
 MONDAY, JULY 12, 1915

TURKS ARE EVICTING NATIVE CHRISTIANS
Greeks and Armenians Driven From Homes and Converted by the Sword, Assert Americans.

Special Cable to THE NEW YORK TIMES. ATHENS, July 11. (Dispatch to The London Morning Post.)—American travelers coming from Turkey have given such eyewitness accounts of the treatment of the Christian population as fully bear out the reports received here from native sources to the effect that the Christians in the Ottoman Empire have never been in such stress and peril since the Turk first invaded the Bizantine Empire.

Both Armenians and Greeks, the two native Christian races of Turkey, are being systematically uprooted from their homes en masse and driven forth summarily to distant provinces, where they are scattered in small groups among Turkish villages and given the choice between immediate acceptance of Islam or death by the sword or starvation. Their homes and property meanwhile are being immediately taken possession of by their Turkish neighbors or by immigrants from Macedonia.

Throughout the vilayets of Erzerum, Van, Bitlis, Diarbekr, Harput, Sivas, and Adana the Armenians have been pitilessly evicted by tens of thousands and driven off to die in the desert near Konia or to Upper Mesopotamia or the

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DEFINITIONS OF THE 10 STAGES OF GENOCIDE

Resources 1-3 | 2-2 | 3-3 | 4-1 | 5-1

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>)

DEFINITIONS OF THE 10 STAGES OF GENOCIDE

Resources 1-3 | 2-2 | 3-3 | 4-1 | 5-1

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

Resources 1-2 | 2-3 | 3-4

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

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ONE-PAGE SUMMARY OF HOLOCAUST

Resource 3-6

THE HOLOCAUST, 1933-1945

The Holocaust was the systematic, bureaucratic, state sponsored persecution and murder of approximately six million Jews by Germany's Nazi regime and its collaborators in Germany and other European countries.



Where?

The Nazi party came to power in Germany in 1933. During World War II (1939-1945), Germany conquered most of Europe and targeted the Jews of Europe for extermination. The Nazis built six extermination camps in occupied Poland, but the Holocaust occurred throughout Germany's conquered European territories.

When?

Nazi Party leader Adolf Hitler became the Chancellor of Germany in 1933. He and the Nazi party quickly enacted antisemitic laws aimed at eliminating the rights and citizenship of German Jews. Germany started World War II with the invasion of Poland in 1939 and quickly conquered most of Europe where the Nazis targeted all Jews for murder. The Holocaust ended in 1945 when the Germans surrendered to the Allied Forces, ending WWII.

Who?

Perpetrators: The Nazi party, led by Hitler, believed that Germans were a "superior race" called Aryans and that Jews were "racially inferior" and present an existential threat to the "German racial community." The Nazis created what they called the "Final Solution to the Jewish problem": a plan to systematically murder every Jew in Europe.

Victims: Jews were primarily targeted but the Nazis also targeted others because of their perceived "inferiority": Roma and Sinti ("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.

How?

The devastation of the First World War (1914-1918) took a toll on Europe, leaving open wounds for a second world conflict. During the 1920s and early 1930s, Germany was tossed by economic and political chaos. The Nazis blamed Jews for the nation's problems during this time and, upon taking power in 1933, immediately began the persecution of Jews in Germany.

Seeking "living space" for the "racially superior Aryan people" to expand, Germany invaded its neighbor Poland in 1939, starting World War II. In the following months and years, Germany conquered most of Europe. To isolate, persecute, and exploit the Jewish population in the conquered territories, the Nazis created ghettos, transit camps, and forced-labor camps, where hundreds of thousands died of disease, overcrowding, and starvation.



With the invasion of the Soviet Union in 1941, German mobile killing squads, or Einsatzgruppen, murdered 1.5 million people in mass shootings, now referred to as "the Holocaust by bullets." In 1942, the Nazis and their collaborators initiated what they called "The Final Solution to the Jewish Question." Throughout the conquered territories, Jews were rounded up, crammed into overcrowded cattle cars for days with no food or water, and sent to a network of thousands of concentration camps, including six extermination camps where Jews were murdered in gas chambers and their bodies burned in ovens. As the German armies retreated in the final months of

the war, German guards forced prisoners on "death marches" back toward Germany in order to hide the living evidence of the camps. Germany surrendered to the Allies on May 8, 1945.

The Aftermath

After the Allies liberated the camps, many survivors couldn't return to their homes. Millions of survivors were held in displaced persons (DP) camps for several years. Hundreds of thousands of Jews eventually emigrated to Israel, Argentina, Australia, the United States, and other countries. The Holocaust utterly devastated Jewish communities in Europe. Six million Jews, almost two out of every three Jews in Europe, were killed.

SUMMARY SHEET FOR STUDENT WORK

Resource 3-7

Read the one-page handout on the genocide assigned to your group and write a short summary of the event in which you include all the key facts. Please write it for an audience who knows nothing about the event, and write in such a way that your summary is complete and correct. Be prepared to share what you've learned with your class during large-group sharing and discussion.

GENOCIDAL EVENT	
WHO (VICTIM)	
WHO	
WHAT	
WHERE	
WHEN	
WHY / HOW	

Written Summary

Referring to your definitions of the 10 Stages of Genocide, what stages can you see/identify taking place during this historic event, based on your reading of the one-page handout?

WRITTEN SUMMARY ASSESSMENT RUBRIC

CRITERIA	1 - LIMITED	2	3 - PROFICIENT	4	5 - ADVANCED
<p>Student includes essential content --</p> <p>Identifying key concepts and condensing relevant supporting information to explain the concepts.</p>	<ul style="list-style-type: none"> • Topic may be identified, but not key concepts. • Most supporting information is missing. <p>or</p> <ul style="list-style-type: none"> • Student indiscriminately lists information. 		<ul style="list-style-type: none"> • Most key concepts are identified. • Supporting information explains the concepts in a broadway. • Demonstrates an ability to generalize information. 		<ul style="list-style-type: none"> • All key concepts are identified. • Supporting information creates an exact explanation of the concepts. • Demonstrates an ability to synthesize information.
<p>Student organizes information from the presentation in a logical format.</p>	<ul style="list-style-type: none"> • Organization is random or disconnected. • There is not an identifiable introduction, body, and/or conclusion. 		<ul style="list-style-type: none"> • Organization is orderly. • Some transition words are used to connect information. • There is indication of an introductory statement, body, and concluding statement. 		<ul style="list-style-type: none"> • Organization is logical. • Transitions smoothly link each point together. • There is a clearly developed introduction, body, and conclusion.
<p>Student demonstrates control of the written form.</p>	<ul style="list-style-type: none"> • Writing is unclear or simplistic. • Sentences are choppy or awkward. • Convention errors make writing hard to understand. • Word choice is simple or not appropriate to the subject. • Subject specific vocabulary is missing. <p>or</p> <ul style="list-style-type: none"> • Student may copy much of the content from source material. 		<ul style="list-style-type: none"> • Writing is understandable. • Sentences are complete, but may be mechanical. • Convention errors do not make writing hard to understand. • Word choice is appropriate to the subject. • Some subject specific vocabulary appears in the summary. • Student mostly uses his/her own words. 		<ul style="list-style-type: none"> • Writing is clear and expressive. • Sentences connect with a natural flow/rhythm and are varied in style. • Few convention errors occur. • Word choice is specific and accurate. • Subject specific vocabulary is applied with understanding. • Student uses her/his own words in a natural way.