

# GENOCIDE FINAL TEST

## *Should I Care About Genocide?*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_



This picture is an example of the DEHUMANIZATION stage of genocide, from the Holocaust. Please explain how this is an example of DEHUMANIZATION, and why this is such an important stage in the progression towards genocide.

**Title: Don't Let Go!**

**Caption:** Do not grow weary, do not loosen the grip, this poisonous serpent may not slip away. Better that one strangles it to death. Than that our misery begin anew. March 1935

This picture is an example of the SYMBOLIZATION stage of genocide, from the Holocaust. Please explain what SYMBOLIZATION is, and how it appears in this photo:

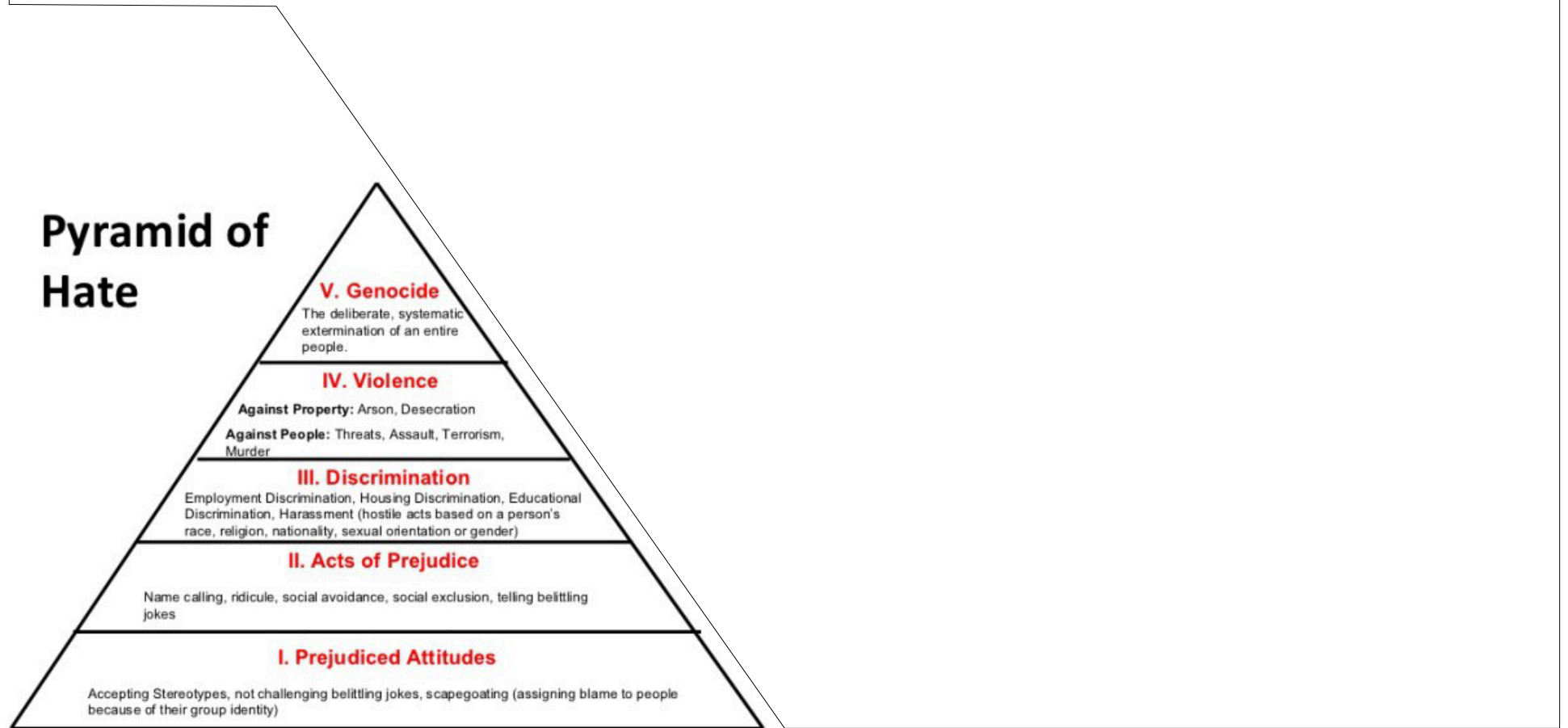


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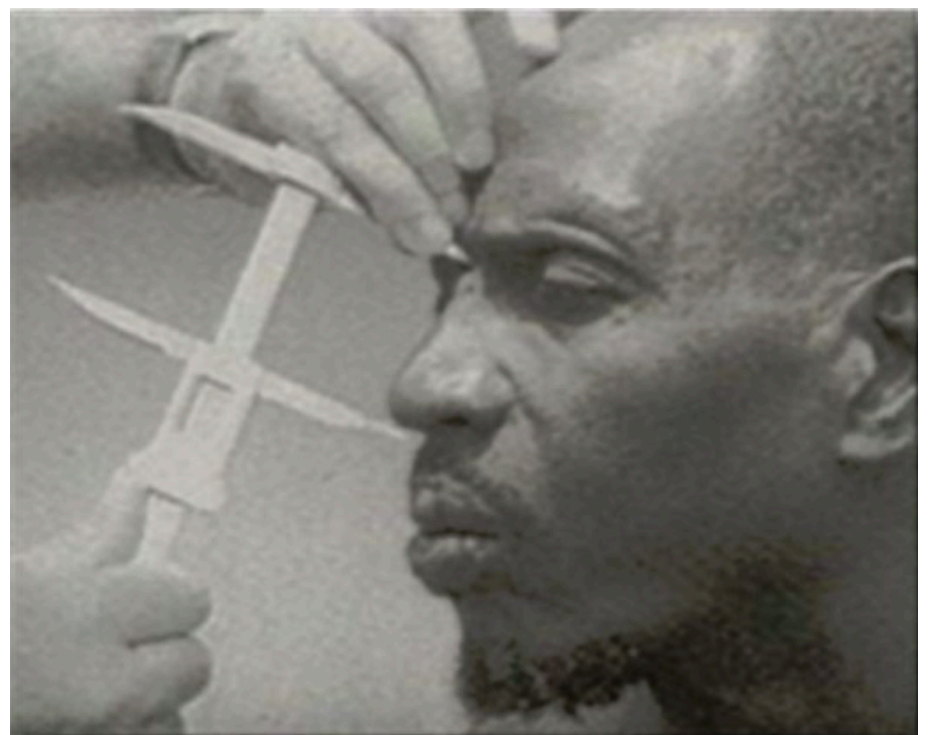
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The Pyramid of Hate shows how holding negative attitudes about a group of people is the beginning of series of events that can lead to violence, even genocide. Why is it easier to stop these things earlier (lower) on the pyramid than later? Please use the pyramid to explain how this can happen:



This picture is an example of the CLASSIFICATION stage of genocide, from Rwanda. Please explain in your own words what CLASSIFICATION is, and how it appears in this photo.



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### THE BIG QUESTIONS

One of the first students to participate in this unit asked if she “should care” about the history of genocide and the issues it raises. Based on the material we’ve looked at, studied, and discussed, how do YOU answer the question “SHOULD I CARE”, and why? Please explain.

Thinking of the Pyramid of Hate and the Stages of Genocide, what can you do, or what can any one person do, to prevent, stop, and/or create a world where genocide doesn’t happen again in the future, here or anywhere?

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Disagree Neutral Agree  
( Circle your level of understanding )

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1. I would like to / should learn more about the Holocaust some day .....         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I would like to / should learn more about the Armenian Genocide .....          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I would like to / should learn more about other genocides .....                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. There is nothing I can do to help prevent hate, prejudice, and violence .....  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I would like to meet a genocide survivor and hear a story in person .....      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. There is nothing I can do to prevent hate, prejudice, and violence .....       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. It is important for students to learn about genocide, hate, and violence ..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Eighth-grade students are mature enough to learn about these topics .....      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Use this space to tell me or demonstrate other things you picked up, learned, thought, wondered, etc., about our two-week study of GENOCIDE and specific genocides in history that weren't asked about on the test: