

# Am I Supposed to Care?

## *An Introduction to Genocide*

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **EXAMINE** how genocide can be understood as a series of events that take place in ten stages, from CLASSIFICATION to EXTERMINATION & DENIAL.
- **DESCRIBE** the stages of genocide using the definitions of each stage, with special focus on several individual stages.
- **ANALYZE** photos, clips of survivor testimony and other resources, and **EXPLAIN** how each is an example of one or more stages of genocide.
- **READ** and **SUMMARIZE** historical accounts and key facts of historical genocidal events.
- **REFLECT** on and **WRITE** about key questions and ideas that come out of a study of this content.

### OVERVIEW

In this six-day unit students will be introduced to the concept of Genocide, the ten stages of genocide identified by Dr. Gregory Stanton, historical examples of genocide (in short summaries), and enduring questions that arise when a student of any age is asked to examine the history and current reality of genocide across the globe. Finally, students will reflect on and communicate actions they can take in response to the stages of genocide or conditions that can give rise to stages of genocide when they are not directly confronted in a society.

### TARGET AUDIENCE

Grades 8-12 History, Social Studies, Civics (can be adapted for grades 9-12 by teachers following MHGE guidelines, available at [www.mhge.org](http://www.mhge.org)).

### ACTIVITY LENGTH

A minimum of six (6) 50-minute class periods for each day's lesson

### ENDURING UNDERSTANDINGS

Genocides throughout history can be studied when they are broken into the ten stages of genocide, and the stages then create a mental model for students to use when they study any genocide, historic or contemporary. Understanding the the stages of genocide can potentially allow students to then recognize conditions that come up in contemporary times that could lead to genocide if left unchecked.

The title of the unit *Am I Supposed to Care?* Is an actual question asked by an eighth-grade student during the first day of the first field test of these lesson plans. The student reported having no prior knowledge of genocide or historical examples of genocide, and her question was genuine. These lesson plans were given this title with the hope they provide an opportunity for students with questions like this one.

#### Michigan Social Studies Standards \*8th Grade

##### READING AND COMMUNICATION: READ & COMMUNICATE EFFECTIVELY

P1 1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts

# Overview & Getting Started

## *Pre-Test, Big Question, and Enduring Understanding*

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **DEMONSTRATE** prior knowledge about the term/concept of genocide and on historical examples of genocide on a unit Pre-Test.
- **COMPREHEND** both key terms and concepts of this unit, specifically the term genocide and the terms and concepts of the 10 Stages of Genocide.
- **REFLECT** on and **WRITE** about the big question of this unit: *Am I Supposed to Care about Genocide?*

**Am I Supposed  
to Care about  
Genocide?**

### OVERVIEW

Day one includes a Pre-Test of prior knowledge that students bring to the unit on genocide, and on two historical examples of genocide: the Holocaust and the Armenian Genocide.

Students will be introduced to major concepts of this unit: what genocide is (definition) and that instances of genocide can be understood and studied as taking place in stages. Students will receive definitions of **10 Stages of Genocide** from the work of Dr. Gregory Stanton (summarized from the definitions provided at the website Genocidewatch.com.)

Students will be asked to consider the big question of this unit of study: *Am I Supposed to Care?*, by responding to the following question in discussion or writing (as an exit ticket):

***Why should (or shouldn't) a student your age care, learn, or be concerned about the concept of genocide and historical examples of genocide? Do you think most students your age already do care about these topics? Why or why not? Please explain.***

#### A NOTE TO TEACHERS:

The lesson plans were designed to work best in classrooms that have been built as collaborative communities, where dialogue and open-ended questions are supported and encouraged. Students will encounter and be asked to respond to challenging subject matter, and mature dialogue in a supportive environment is a critical component of successful instruction of this unit.

# Day 1

## Pre-Test & Introduction to Genocide

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **DEMONSTRATE** prior knowledge about the term/concept of genocide and on historical examples of genocide on a unit Pre-Test.
- **COMPREHEND** both key terms and concepts of this unit, specifically the term genocide and the terms and concepts of the 10 Stages of Genocide.
- **REFLECT** on and **WRITE** about the big question of this unit:  
*Am I Supposed to Care about Genocide?*

### LESSON SEQUENCE

- Provide copy of Unit Pre-Test as a bell-ringer or warm-up activity. Ask students to complete/turn in Pre-Test
- Provide students with the definition of the term Genocide from the resources. Study and discuss the term with students, and let them know you'll be using and returning to the term many times in the next days. Ask them if they can think of any examples from history of the different parts of the definition taking place in the past. Ask students if the date the definition was established is significant (three years after WW2.)
- Provide students with the summarized definitions of the **10 Stages of Genocide**, and present definitions in dialogue with students so they can ask questions, provide or ask for examples from history, and/or put into their own words so they begin to grow comfortable with the terms and concepts. Tell students you'll be exploring many of the terms in detail over the next days as you explore many historic examples of genocide.
- Ask students to share questions they have about genocide that they had written on their Pre-Tests; use this as formative assessment, but also to generate points of inquiry for the remainder of the unit.
- Conclude by asking students to think about and respond in writing to prompt, as follows (share as time permits):

*Why should (or shouldn't) a student your age care, learn, or be concerned about the concept of genocide and historical examples of genocide? Do you think most students your age already do care about these topics? Why or why not? Please explain*

### RESOURCES NEEDED

- 1-1) Genocide Unit Pre-Test
- 1-2) Definition of Genocide
- 1-3) Summarized Definitions of the 10 Stages of Genocide

One (1) 50-minute class period

# Day 2

## Stages 1 & 2 -- Case Study: the Holocaust

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **CONSIDER** a quote from a historical leader and why giving something a name is an important step in understanding it.
- **COMPREHEND** both key terms and concepts of this unit, specifically the definition of Holocaust and the terms for the first two stages of genocide.
- **ANALYZE** a primary document (photo) and **APPLY** terms for the first two stages of genocide to interpret photo.
- **CONSIDER** how the photo is also an example of the concepts State Sponsored and Systemic.

One (1) 50-minute class period

### LESSON SEQUENCE

- Warm-up: share WINSTON CHURCHILL quote. Talk about why it was necessary to give the crime without a name, a name. Talk about how giving things names or terms is an important step in being able to understand them.
- Review definition of STAGE ONE: CLASSIFICATION with students. Discuss.
- Review definition of STAGE TWO: SYMBOLIZATION with students. Discuss
- Provide Definition of the Holocaust.
- Talk about what it means to be “State Sponsored” and “Systematic”
- Share picture of Jewish man and Nazi Officer.
- Review suggestions for working with images, and inform students they will work with photos and other media many times in the next several days.
- Study the photo and discuss how it is an example of the two stages of genocide defined today (Classification and Symbolization) and how it’s also an example of “state-sponsored”; ask students if the student can be seen as an example of “systematic” as well. Teachers are encouraged to have students work in flexible groupings, starting small (elbow partner) and working into small groups, then whole class.

### RESOURCES NEEDED

- 2-1) Winston Churchill quote
- 2-2) Summarized Definitions of the 10 Stages of Genocide
  - Definition of Classification
  - Definition of Symbolization
- 2-3) Definition of Holocaust and Armenian Genocide
- 2-4) Photo of Jewish Man and Nazi Officer

# Day 3

## Stages 1 & 2 -- Case Studies from Primary Sources

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **DEMONSTRATE** prior knowledge about the term/concept of genocide and on historical examples of genocide on a unit Pre-Test.
- **ANALYZE** a primary documents (photo) and **APPLY** terms for the first two stages of genocide to interpret photo.
- **READ** a one-page summary of the Holocaust and **SUMMARIZE** with key facts in student's own words.
- **REVIEW** summary rubric and sample summary, then **APPLY** rubric points and sample summary to student work.

**One (1) 50-minute class period**

### LESSON SEQUENCE

- Review definition of Holocaust and revisit discussion from Day 2 of how it was "state-sponsored" and "systematic."
- Put students into groups three or four. Distribute images;
- Ask students to review/study each image in their small groups to discuss all the elements in each image that make it an example of Classification or Symbolization, or how it might be an example of both stages of genocide, and how they show examples of "state-sponsored" and "systematic". Move from small groups to whole-class discussion.
- Distribute One-Page Case Study of the Holocaust and read together.
- Distribute summary sheet for Holocaust and ask students to fill in the blank boxes, plus write a short summary of the Holocaust.
- Distribute the Summary Rubric and tell students this is a skill they will be working on together for the next several days, and an essential skill for social studies.
- Distribute a correctly filled-in copy of the Summary Sheet and have them compare with their work.

### RESOURCES NEEDED

- 3-1) Images of Stages 1 & 2; 1 set per group.
- 3-2) Images of Stages (with explanations for the teacher);  
+ PowerPoint for Overhead (optional)
- 3-3) Summarized Definitions of the 10 Stages of Genocide
  - Definition of Classification
  - Definition of Symbolization
- 3-4) Definition of Holocaust
- 3-5) Photo of Jewish Man and Nazi Officer
- 3-6) One-Page Summary of Holocaust
- 3-7) Summary Sheet for Student Work
- 3-8) One-Page Summary Scoring Rubric
- 3-9) Correctly filled-in Summary Sheet

# Day 4

## Applying Terms to Other Genocides

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **DEMONSTRATE** prior knowledge about the term/concept of genocide and on historical examples of genocide.
- **COMPREHEND** both key terms and concepts of this unit, specifically the term genocide and the terms and concepts of the *10 Stages of Genocide*.
- **READ** a one-page summary of a genocide and **SUMMARIZE** with key facts in student's own words.
- **DISCUSS** in small groups then **SHARE** in large group key facts of each case of historical genocide.
- **REFLECT** on and **DISCUSS** the big question of this unit: *Am I Supposed to Care about Genocide?*, applied to the examples of genocide shared in class today.

One (1) 50-minute class period

### LESSON SEQUENCE

- Organize students into small groups (no more than four/group) and ask students to work together in a group to read about and summarize key facts of another genocide and be prepared to present the key facts to the rest of the class.
- Distribute One-Page Case Studies of the Holodomor, Darfur, Rwanda, and Myanmar.
- Distribute summary sheets and ask students to fill in the blank boxes, plus write a short summary of the genocide assigned to their group.
- Give students time to read, respond, and collaborate on the genocide assigned to their group.
- Have each group share/present the example of genocide assigned to their group, including questions and any of the connections they made to concepts from 10 stages of genocide.

### RESOURCES NEEDED

- 4-1) 10 Stages of Genocide Definitions
- 4-2) One page handouts to groups.
- 4-3) Summary Sheet for Student Work

# Day 5

## Stage 4: Dehumanization

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **ANALYZE** a primary document (audio of radio broadcast) and **APPLY** term **DEHUMANIZATION**.
- **REVIEW** one-page summary of the Tutsi Genocide and **STUDENT SUMMARIES** from day 4 with key facts.
- **ANALYZE** primary documents (images and video) and **APPLY** term for the third stage of genocide to discuss, begin to understand **DEHUMANIZATION**.
- **READ** *Pyramid of Hate* document and **COMPARE/CONTRAST** with *10 Stages of Genocide* document with sample discussion questions.
- **WATCH** Irving Roth video, time permitting, and **REFLECT** on and **DISCUSS**, connecting to *Big Question of genocide unit*.

One (1) 50-minute class period

### LESSON SEQUENCE

- Listen to/Watch video of Radio Rwanda broadcast from YouTube (see link), and ask students why they thought the broadcast referred to Tutsis (members of a minority ethnic group in the country who became victims in a 1994 genocide) as “cockroaches.”
- Review definition of DEHUMANIZATION stage from the 10 Stages of Genocide.
- Discuss the radio broadcast with students again and help them see it as an example of DEHUMANIZATION from a real occurrence of genocide from 1994.
- Watch video of Freddy Mutanguha from IWitness in which he talks about being called “cockroaches” before an act of violence at his school took place.
- Distribute copies of the Pyramid of Hate, and explain that the pyramid shows at a more personal level how small acts grow in a community
- Ask students how the *Pyramid of Hate* is like the *10 Stages of Genocide*, and how it can help students know how and when to take action in their own lives and communities. Ask students how the *Pyramid of Hate* could be used as a way to know what to do and/or when to act in school in a situation like the one described by Freddy Mutanguha.

### RESOURCES NEEDED

- 5-1) Definitions of 10 Stages of Genocide
- 5-2) Link to YouTube video of Radio Rwanda broadcast from 1994, with translated captions: [www.mhge.org/day5](http://www.mhge.org/day5) (1:35 total video time).
- 5-3) Link to IWitness video clip of Freddy Mutanguha talking about an incident that happened to him at school. (link below video above)
- 5-4) Pyramid of Hate
- 5-5) Video of Irving Roth
- 5-6) Discussion Questions

## Day 6

### Stage 10: Denial -- Case Study: the Armenian Genocide

#### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **CONSIDER** the final stage of genocide: DENIAL, looking specifically at the case of the Armenian Genocide.
- **READ** a primary document from the Armenian Genocide and **SUMMARIZE** how text of document fits definition of genocide.
- **WATCH** a clip of testimony from a survivor of the Armenian Genocide and **DISCUSS** his personal belief and actions about **DENIAL**.
- **READ** a one-page summary of the Armenian Genocide and **SUMMARIZE** with key facts in student's own words.
- **READ** a recent essay by an Armenian scholar about **DENIAL** and points raised in her essay about why it "should concern us all."

**One (1) 50-minute class period**

#### LESSON SEQUENCE

- Distribute copy of telegram from Talaat Pasha providing instructions to government leaders about how to handle Armenian citizens. Remind students that Talaat Pasha was a government leader, and the telegram contains specific instructions. Ask students what is significant about this copy of specific orders from a government leader in terms of the evidence of genocide, including the concepts of **State Sponsored and Systemic**.
- Distribute one-page summary of Armenian Genocide, along with summary sheet. Ask students to read and fill out summary, but to leave the last question blank.
- Distribute essay from 2017 by Sossie Kasbarian, and ask them to read it. Discuss.
- Show students the video of Haigas Bonapart speaking about his feelings about denial. Discuss.
- Have students respond to final question on summary sheet.
- Ask students to think about the 10 Stages of Genocide, and the Pyramid of Hate, and actions they can influence versus actions they would have to inspire group action or the involvement of elected officials. Ask them what they could do for stages they cannot influence personally.

#### RESOURCES NEEDED

- 6-1) Talat Pasha's Orders
- 6-2) One-page summary of Armenian Genocide and summary.
- 6-3) Kasbarian essay
- 6-4) Link to Bonapart video
- 6-5) Pyramid of Hate
- 5-6) Discussion Questions



# The Final Test

## *Extensions and Concluding Activities*

### KEY LEARNING OBJECTIVES

#### STUDENTS WILL:

- **DEMONSTRATE** knowledge and ideas gained during genocide unit on final assessment and/or Post-Test.
- **SHARE** final, new, and/or next questions they have as they think about future learning about **GENOCIDE** or historical examples of genocide and/or ideas for **TAKING ACTION**.

### ACTIVITY OVERVIEW

- The six days of lessons are presented as a way to meet the minimal requirements of Public Act 170 of 2016. It covers all required content of the mandate: an introduction to the concept of GENOCIDE, and information about the two required examples of genocide: the Holocaust and the Armenian Genocide. The lessons also introduce students to other historic and contemporary genocides. But these lessons only provide an introduction to genocide and to historic examples of genocide. We hope you will expand your instruction using resources on the MHGE website.
- We also hope you will give students the final assessment provided with these lessons. We encourage you to do this as an in class or take-home assessment, so both you and the students can measure their learning, attitudes about the topic, and possible next steps for them to take as both students of the content, and as citizens of their local and larger communities.
- We have found that having students take the assessment and then sharing and discussing their responses is a good end-of-unit activity.

### RESOURCES NEEDED

Copies of take-home or in-class assessment for each student.

Am I Supposed  
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One (1) 50-minute class period

# The Governor's Council

## *Public Act (PA) 170 of 2016*

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### OVERVIEW

The Governor's Council for Genocide and Holocaust Education was created under Public Act (PA) 170 of 2016 as a temporary commission under the Michigan Constitution, and signed into law by the Governor on June 13, 2016.

### CREATION OF THE GOVERNOR'S COUNCIL

The first meeting of the Council was called by the Governor on April 5, 2017. The Council was required to identify and advise stakeholders of sources and strategies for providing genocide education to students; identify and advise stakeholders of programs and resources to train teachers and to promote, within schools and the general population, implementation of genocide education. The council was designed to expire in two years and the last meeting was held on August 23, 2018. This website and the lesson plans are the product of the work of the council.

### THE PURPOSE

The purpose of Holocaust and genocide education is far greater than teaching about these events as part of history. The lasting effects of lessons of genocide and the Holocaust lead children, and young adults to understand a continuum of acts of injustice, from bullying to the tragic world events of genocide. By studying the roots of genocide and the choices made by people in response to genocide, it is intended that students will develop a sense of morality, personal responsibility and empathy for others, so they will become more engaged, kinder citizens.

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*Michigan students will shape the future,  
not just inherit the past.*

## The Governor's Council

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*Ann Arbor*

**Cindy Hughey**  
*East Lansing*

**Lori Talsky**  
*Bloomfield Hills*

**Edmond Azadian**  
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