

LESSON 2: Can we differentiate between post-Holocaust crimes of atrocities such as genocide, ethnic cleansing war crimes and crimes against humanity?

OVERVIEW:

In this activity, students will research several different kinds of mass atrocities, and be able to differentiate between the definitions of genocide, ethnic cleansing, crimes against humanity and war crimes via a Frayer Model. Students will apply their knowledge to one of six case studies of post-Holocaust crimes of mass atrocities. Students will complete the activity by presenting their case study findings to the class, applying the vocabulary correctly, and drawing conclusions about differentiating crimes of atrocities while citing evidence.

STANDARDS:

PS3.c.h: Power in government: Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.

OBJECTIVES:

Students will be able to:

- I. Read a background article on the legacy of the Nuremberg trials and take notes in preparation for engaging in a case study.
- II. Continue constructing the definitions of genocide, war crimes and crimes against humanity in relation to the Holocaust and post-World War Two conflicts.
- III. Engage in a case study of one of six different post-Holocaust crimes of atrocities, making comparisons to the Nuremberg Trials, and present findings to the class.
- IV. Hypothesize about the ability of international law to hold those accountable by drawing conclusions about past historical events and ongoing crises.

ESSENTIAL KNOWLEDGE: Students should be able to define and begin to find the significance of:

World War II

Nazis
Genocide
Ethnic Cleansing
Crimes Against Humanity
War Crimes

DURATION: 6 class periods

MATERIALS (one per student):

- Student handouts or notes from previous work on the Nuremberg Trials
- One laptop or Chromebook
- One copy of “The Legacy of Nuremberg” article from PBS American Experience web site
- One copy of **Handout 1: Types of Mass Atrocities – Definitions**
- One copy of **Handout 2: Types of Mass Atrocities – Case Study Background**
- One copy of **Handout 2A: Types of Mass Atrocities – Case Study – Group Note Sheet**
- One copy of **Handout 2B: Types of Mass Atrocities – Case Study – Presentation Notes**
- One copy of **Handout 3: Resources**

PROCEDURE – DAY 1:

- I. Before class, assign the article “The Legacy of Nuremberg” for background reading: American Experience. “The Legacy of Nuremberg.” *American Experience* | PBS
http://www.shoppbs.pbs.org/wgbh/amex/nuremberg/peoplevents/e_warcrimes.html
- II. Ask students to recall the work they have completed on the Holocaust and the Nuremberg Trials. Begin a class discussion on what they remember from the legal prosecution of the Nazis during the Nuremberg Trials. This is a time to bring up vocabulary or topics that students have some small recall knowledge of but not necessarily full understanding of – such as complex terms like genocide.
- III. Explain to students that in order to continue looking at post-Holocaust crimes of atrocities, it is important to have solid knowledge about the specific types of crimes and the differences between them. This will lead the class to applying this knowledge to historical case studies and a later class simulation.
- IV. Give the students the remainder of the class to complete the **Handout 1: Types of Mass Atrocities – Definitions** defining the terms genocide, ethnic cleansing, crimes against humanity and war crimes. Students should use **Handout 3: Resources** for guidance.
- V. Conclude class by reminding students that their Frayer Model definitions for the four terms should be completed to the best of student ability for the start of class tomorrow. Concede that you understand that these may be challenging terms and research reading, but encourage students to do their best.

PROCEDURE – DAY 2:

- I. Begin class by reviewing student work from yesterday, which should be completed to the best of student ability and ready for class discussion.

- II. After having completed their **Handout 1: Types of Mass Atrocities – Definitions** of the four terms, class will engage in a discussion on the four terms. It is important to clarify the definitions for students with accurate content knowledge. Bring in outside content with specific examples for these definitions – see **Handout 3: Resources** for guidance. Specific areas of focus to review & enrich with students include:
 - A. The differences between genocide and ethnic cleansing
 - B. The legal requirements of a country to act after using the term “genocide”
 - C. The specificity of the genocide charge with relation to “intent to destroy” a specific group, and how that differs from murder under crimes against humanity

- III. Teachers can use a quick formative check for understanding on these four vocabulary terms before moving on. Alternatively, teachers can have additional material on these terms ready to enrich the lesson in the form of a reading or video to share with the students.

- IV. Inform students that to apply this knowledge and see how these atrocities have occurred post-World War Two, students will engage in focused case study assignments. Groups of students will focus on one of six different conflicts, delving into the background of each and applying the course vocabulary to each conflict. At the conclusion for their research, students will produce a visual product sharing their information with the class. Teachers can form groups or students can self-select groups and topics.

- V. Refer students to the remaining **Handouts** for guidance. Remind students that while there are many resources on **Handout 3: Resources**, it should be seen as a beginning and not an end. There are many more resources to find on these topics – if they have questions about the authenticity of them, they should share them with the teacher.

- VI. Give students the remainder of the class to begin their research. Conclude class by reminding students of the days ahead for research, work time, product construction and class presentation.

PROCEDURE – DAY 3:

- I. Begin class by reviewing student work from yesterday and answering questions about class expectations.

- II. Students should use this day as an in-class work day to take notes on their topic and work with their group

to achieve better understanding. Students should work in their groups, sharing notes and discussing the handouts. Groups that are further ahead can start strategizing how they will create their final product.

- III. Since these historical case studies are quite complex, students should use this time to search for understanding and ask each other questions. Teachers should be sure to walk around to all of the groups and assess for understanding, remind students of specific content to apply, and answer clarifying questions.
- IV. Conclude class by reminding students of the days ahead and answering questions.

PROCEDURE – DAY 4:

- I. Begin class by reviewing student work from yesterday and answering questions about class expectations.
- II. Students should use this day as an in-class work day to take their case study notes and use them create an authentic product (ex. Google Slides Presentation, poster) for class presentation. Students should work in their groups, sharing notes and discussing the handouts.
- III. Teachers should be sure to walk around to all of the groups and assess for understanding, remind students of specific content to apply, and answer clarifying questions.
- IV. Conclude class by reminding students that their final product will be due tomorrow at the start of class.

PROCEDURE – DAYS 5 & 6:

- I. Begin class by asking students to get into their groups and prepare for their presentations. Any students that need to have their project displayed on a projection screen should share the file with the teacher.
- II. Students will present their product to the class. Their presentations should be able to answer all of the topics detailed in **Handout 2A: Types of Mass Atrocities – Case Study – Group Note Sheet**. Teachers and students should be ready with questions.
- III. Teachers should judge the time appropriately. Students put a lot of work into a very difficult topic, and class discussion and student engagement is encouraged. Plan ahead for two days of presentations so students have time to demonstrate mastery and the rest of the class can reflect and apply the work.
- IV. While groups are presenting, other students should be engaged and taking notes on **Handout 2B: Types of**

Mass Atrocities – Case Study – Presentation Notes. Before engaging this handout, ask students to make note of the last two rows on Handout 2B. It may be hard for them to find those topics within a quick student presentation.

- V. Wrap-up class with a discussion about these crises. Ask students for their thoughts on the ability to hold those accountable for the atrocities. This can be done in the form of a reflective exit ticket.

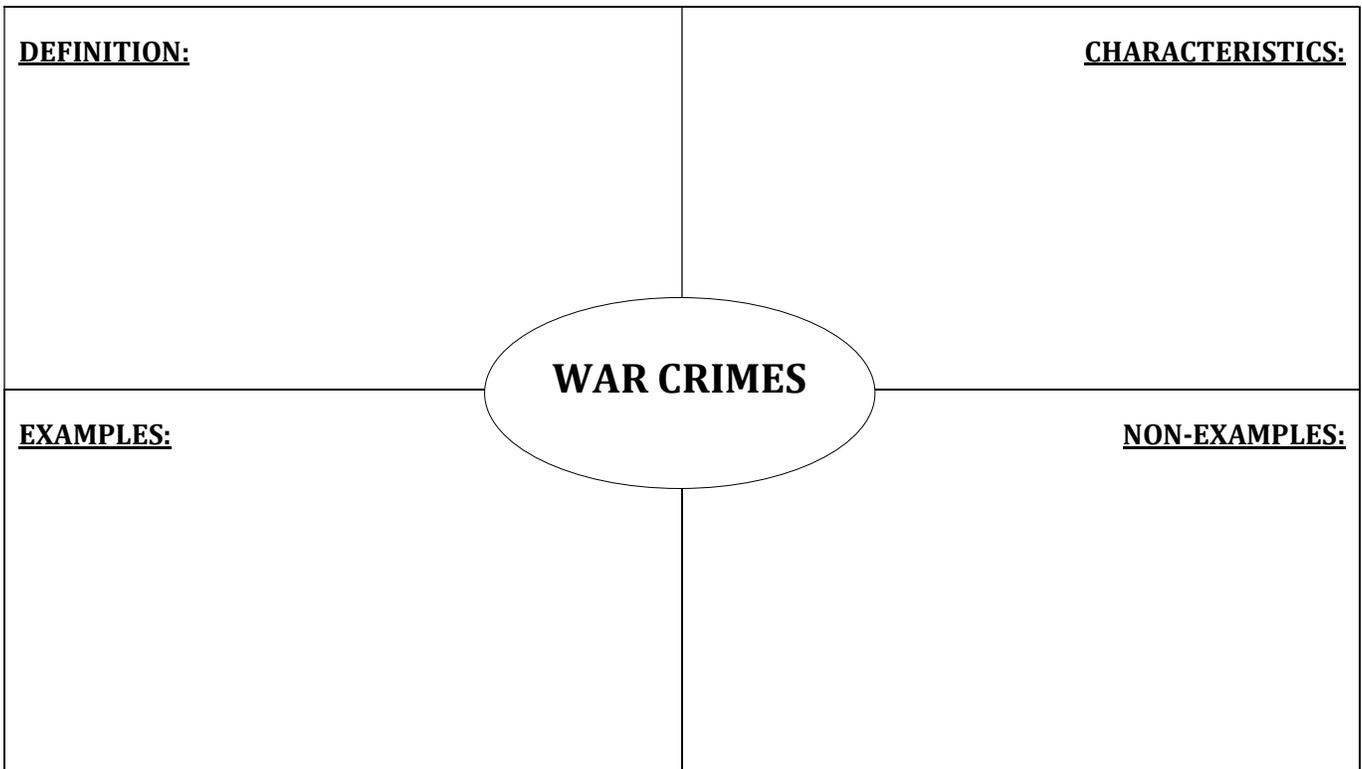
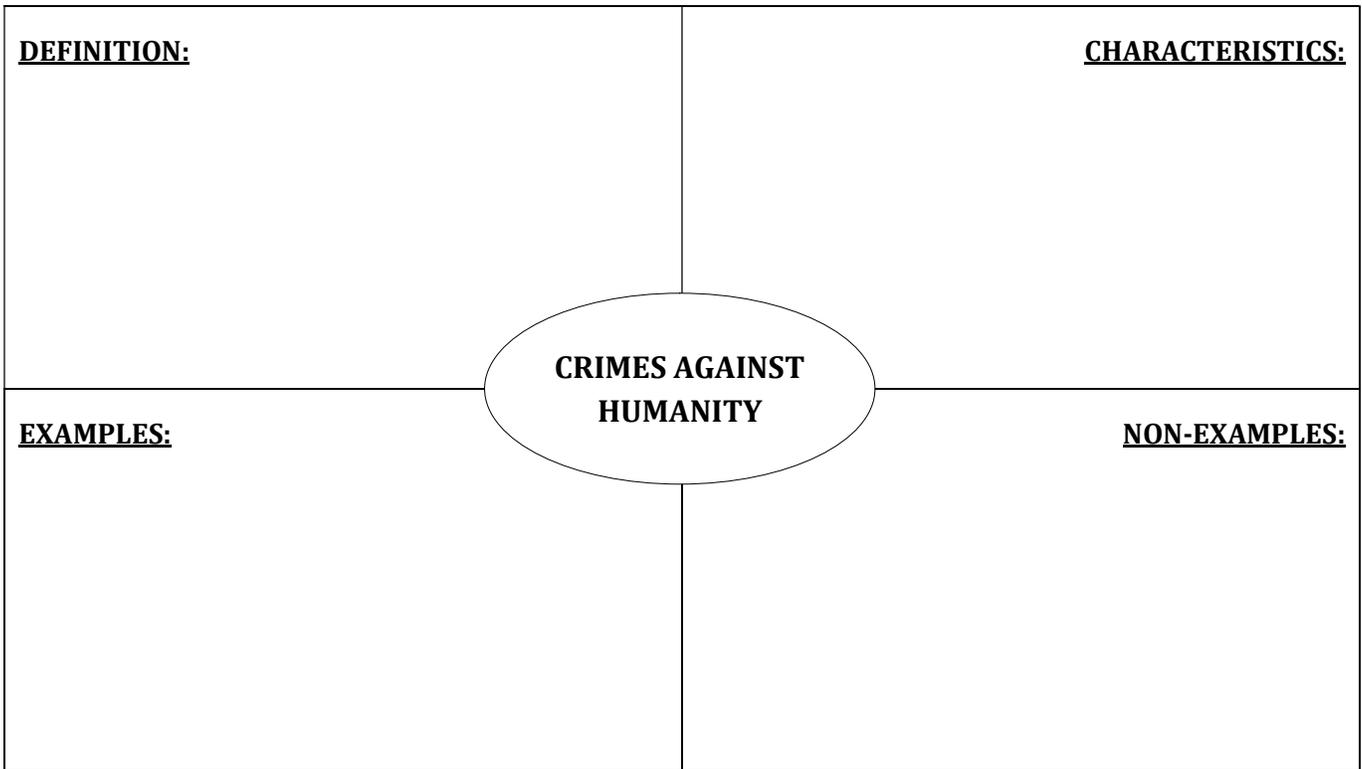
- VI. Conclude class by thanking the students for their work and preparing them for future work on this topic.

Handout 1: Types of Mass Atrocities – Definitions

Directions: Use these Frayer Models to write the definitions for the following terms. Consult **Handout E: Types of Mass Atrocities – Resources** for help on your research.

<u>DEFINITION:</u>	<u>CHARACTERISTICS:</u>
GENOCIDE	
<u>EXAMPLES:</u>	<u>NON-EXAMPLES:</u>

<u>DEFINITION:</u>	<u>CHARACTERISTICS:</u>
ETHNIC CLEANSING	
<u>EXAMPLES:</u>	<u>NON-EXAMPLES:</u>



Handout 2: Types of Mass Atrocities – Case Study Background

Directions: In the previous lesson, you defined different types of mass atrocities. In this activity, you'll be researching several post-World War Two conflicts to determine which violations of international law occurred. In your research you may see similarities between these conflicts and the Holocaust – and some similarities between these conflicts themselves.

Your group will research one post-World War Two conflict. Consult **Handout 3: Types of Mass Atrocities – Resources** for help on your research. In your analysis, be sure to take notes on:

- The location & dates of the conflict
- Groups involved
- Background & reasons for how the conflict started
- Role of political & military leaders
- Role of soldiers & civilians
- Way that the conflict ended
- Method of bringing suspected war criminals to justice
- Role of USA during the conflict – statement, side or action they took
- One statistic that sheds light on the conflict (with cited source)
- Similarities/Differences to WWII Nazis & Nuremberg
- Your group's conclusion of whether this conflict constitutes genocide or ethnic cleansing

The topics for your group presentations are:

- Cambodia – 1970s
- Former Yugoslavia (Bosnia & Herzegovina) – 1990s
- Rwanda – 1994
- Sudan – 2000s
- Rohingya in Myanmar (Burma) – 2017-
- Uighurs in China – 2010s -

After completing your research, be prepared to present your findings to the class and take notes on their presentations.

Handout 2A: Types of Mass Atrocities – Case Study – Group Note Sheet

<u>Conflict:</u>	<u>Year(s):</u>
<u>Groups involved:</u>	<u>Background & reasons for how the conflict started:</u>
<u>Role of political & military leaders:</u>	<u>Role of soldiers & civilians:</u>
<u>Way that the conflict ended:</u>	<u>Method of bringing suspected war criminals to justice:</u>
<u>Role of USA- statement, side or action they took:</u>	<u>One statistic about the conflict (with citation):</u>
<u>A Similarity or Difference to Nazis & Nuremberg:</u>	<u>Is this genocide? Y/N</u> <u>Is this ethnic cleansing? Y/N</u>

Handout 2B: Types of Mass Atrocities – Case Study – Presentation Notes

<u>Cambodia - 1970s</u>	<u>Former Yugoslavia (Bosnia & Herzegovina) - 1990s</u>
<u>Rwanda - 1994</u>	<u>Sudan - 2000s</u>
<u>Rohingya in Myanmar (Burma) - 2017-</u>	<u>Uighurs in China - 2010s-</u>
<u>Similarities between one or more of these conflicts and the Holocaust/Nuremberg Trials:</u>	<u>Similarities between one of these conflicts and another on the list:</u>
Conflicts that you/your group considered to be genocide:	Conflicts that you/your group considered to be ethnic cleansing:

Handout 3: Resources

Types of Mass Atrocities - Definitions

“BBC - Ethics - War: War Crimes.” *BBC - Ethics - War: War Crimes*
https://www.bbc.co.uk/ethics/war/overview/crimes_1.shtml

“Definitions: Types of Mass Atrocities.” *United States Holocaust Memorial Museum*
<https://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/definitions>

Genocide

BBC News. “How Do You Define Genocide?” *BBC News*
<https://www.bbc.com/news/world-11108059>

“Convention on the Prevention and Punishment of the Crime of Genocide.” *The United Nations*
https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf

“Rome Statute of the International Criminal Court – Article 6.” *International Criminal Court*
<https://www.icc-cpi.int/resourcelibrary/official-journal/rome-statute.aspx#article6>

“What Is Genocide?” *United States Holocaust Memorial Museum*
<https://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/what-is-genocide>

Ethnic Cleansing

Khan, Sahar. “Ethnic Cleansing vs. Genocide: The Politics Behind Labeling the Rohingya Crisis.” *CATO Institute*
<https://www.cato.org/blog/ethnic-cleansing-vs-genocide-politics-behind-labeling-rohingya-crisis>

“What’s the Difference between Genocide and Ethnic Cleansing?” *PBS NewsHour*
<https://www.pbs.org/newshour/world/whats-the-difference-between-genocide-and-ethnic-cleansing>

Crimes Against Humanity

“Rome Statute of the International Criminal Court – Article 7.” *International Criminal Court*
<https://www.icc-cpi.int/resourcelibrary/official-journal/rome-statute.aspx#article7>

United Nations. “Crimes Against Humanity.” *United Nations Office on Genocide Prevention and the Responsibility to Protect*
<https://www.un.org/en/genocideprevention/crimes-against-humanity.shtml>

War Crimes

Kafala, Tarik. “What Is a War Crime?” *BBC News*
<https://www.bbc.com/news/world-europe-13571752>

“Rome Statute of the International Criminal Court – Article 8.” *International Criminal Court*
<https://www.icc-cpi.int/resourcelibrary/official-journal/rome-statute.aspx#article8>

Types of Mass Atrocities – Case Studies

Cambodia

“Explore Cambodia 1975–1979.” United States Holocaust Memorial Museum
<https://www.ushmm.org/genocide-prevention/countries/cambodia/case-study/introduction/cambodia-1975>

BBC News. “Khmer Rouge: Cambodia’s Years of Brutality.” *BBC News*
<https://www.bbc.com/news/world-asia-pacific-10684399>

Former Yugoslavia

“Bosnia and Herzegovina, 1992–1995.” *United States Holocaust Memorial Museum*
<https://www.ushmm.org/genocide-prevention/countries/bosnia-herzegovina/case-study/background/1992-1995>

“International Criminal Tribunal for the former Yugoslavia (ICTY).” *YouTube*
<https://www.youtube.com/ICTYtv>

Rwanda

BBC News. “Rwanda: How the Genocide Happened.” *BBC News*
<https://www.bbc.com/news/world-africa-13431486>

“Divided by Ethnicity.” *United States Holocaust Memorial Museum*
<https://www.ushmm.org/genocide-prevention/countries/rwanda/case-study/background/divided-by-ethnicity>

Sudan

“Case Information Sheet - The Prosecutor vs. Omar Hassan Ahmad al-Bashir.” International Criminal Court
<https://www.icc-cpi.int/CaseInformationSheets/albashirEng.pdf>

“Sudan.” United States Holocaust Memorial Museum
<https://www.ushmm.org/genocide-prevention/countries/sudan>

China

“Chinese Persecution of the Uyghurs.” *United States Holocaust Memorial Museum*
<https://www.ushmm.org/genocide-prevention/countries/china/case-study/current-risks/chinese-persecution-of-the-uyghurs>

Maizland, Lindsay. “China’s Repression of Uyghurs in Xinjiang.”
<https://www.cfr.org/background/chinas-repression-uyghurs-xinjiang>

Myanmar

BBC News. “Myanmar Rohingya: What You Need to Know about the Crisis.”
<https://www.bbc.com/news/world-asia-41566561>

“Burma.” United States Holocaust Memorial Museum
<https://www.ushmm.org/genocide-prevention/countries/burma>