

Evaluating Genocidal Policy Instructions

According to Article 2 of the 1948 United Nations Convention on Genocide a genocide is any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such:

- (a) Killing members of the group;**
- (b) Causing serious bodily or mental harm to members of the group;**
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;**
- (d) Imposing measures intended to prevent births within the group;**
- (e) Forcibly transferring children of the group to another group.**

Lesson Plan:

- Student worksheet with above definition of genocide
- Create packets of information for each student on other instances of mass murder since the Holocaust using the resources at <http://www.mchekc.org/EvaluatingGenocidalPolicy.htm>.

Assign small groups of students different case studies.

Instructions for Classroom Exercise (could be expanded for a homework exercise):

Day One – individual reading and note-taking of materials in the packet

Day Two – small group discussions (of students who looked at the same case study) based on their student worksheet. Each group should compile the results of their study on a large poster board or paper.

Day three – bring students back into one group to report on their case study and whether or not it meets the above definition of genocide. Chart on the board the major themes of the student questions and then compare and contrast, **on the basis of policy and implementation**, how the genocides are similar and dissimilar to the Holocaust and to each other.

Enrichment Ideas (journaling, discussion, report, etc.):

1. What does the student's case study have in common with the Holocaust in terms of policy and implementation? How is it unique?
2. Have students research current events in Darfur in newspapers, online, and at the Committee on Conscience website (<http://www.ushmm.org/conscience/>). What does their case study have in common with Darfur? How is it unique?

Special Notes for Teachers:

Remember the USHMM Guideline which tells us to avoid comparisons of suffering and pain. This includes both individuals and groups. The activity is based on an analysis of policy and implementation ONLY!