World History & Geography II Inquiry (240 - 270 Minutes)

Why has the United Nations Failed to Prevent Genocide?

Supporting Questions- These are used to structure and develop the inquiry

1. What are examples of acts of genocide that occurred prior to 1945?
2. How did the United Nations respond to acts of genocide committed prior to 1945?
3. How has the United Nations responded to acts of genocide since 1948?

Blue Helmet of UN Peacekeeping Forces, 1990s.
Photographed in the collection of the National Liberation Museum 1944-1945, the Netherlands

Designed by Kathleen Stankiewicz & Craig Perrier
Overview – United Nations and the Prevention of Genocide

Why Has the United Nations Failed to Prevent Genocide?

<table>
<thead>
<tr>
<th>VA SOL Content Standard</th>
<th>WHII. 11: The student will apply social science skills to understand World War II and its worldwide impact.</th>
</tr>
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<tbody>
<tr>
<td>VA SOL Skills Standard 1</td>
<td>1a – Using Information Sources, 1c – Interpreting Information, 1e – Comparing &amp; Contrasting, 1f – Determine Cause/Effect, 1g – Making Connections 1j – Using Content Vocabulary</td>
</tr>
</tbody>
</table>

Portraits of a Graduate Correlations

Introducing the Question
HOOK: Students will analyze a political cartoon and create a claim to answer the compelling question.

- Supporting Questions - These are Used to Structure and Develop the Inquiry

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
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<tbody>
<tr>
<td>What are examples of genocide that occurred prior to 1945?</td>
<td>How did the United Nations respond to acts of genocide committed prior to 1945?</td>
<td>How has the United Nations responded to acts of genocide since 1948?</td>
</tr>
</tbody>
</table>

Formative Performance Task

Chart Comparing Various Aspects of Three Genocides that Occurred Prior to the Creation of the United Nations in 1945:

Armenian Genocide
Herero Genocide
The Holocaust

Featured Sources

A. “Namibia Genocide and the Second Reich” Video Clip
B. “The Armenian Genocide” Video Clip
C. “Auschwitz Death Camp” Video/Video Clips

A. UN definition of genocide
B. Universal Declaration of Human Rights
C. “Why is the Genocide Convention Significant?” Video Clip
D. “What are the challenges of interpreting the Genocide Convention?” Video

Featured Sources

Featured Source A: “When Do Human Rights Abuses Become Genocide?” Video Clip
Featured Source B: “U.N. Details Its Failures…” Article
Featured Source C: “Create a United Nations Genocide Focal Point….” Article
Featured Source D: “UN Officials Recall “Horror”…” Article
Featured Source E: “In Kigali, Ban Marks 20th Anniversary…” Article
**ARGUMENT:** Why has the United Nations failed to prevent genocide? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from sources.

**EXTENSION:** Have the students take their argument and create a blog post, vlog or podcast.

**Taking Informed Action**

Students will participate in a Harkness Discussion that focuses on the question, “What has been the biggest problem the United Nations has faced in preventing genocide since 1945?”

**Taking Informed Action: UN Sustainable Development Goals**

Students will make connections between the UN Sustainable Development Goals and acts of genocide, ranking the impact of genocide on each goal with rationale.
Optional Background Resources

Websites:

- A very helpful resource for both students and teachers that provides information on genocide in the 20th century is [www.worldwithoutgenocide.org](http://www.worldwithoutgenocide.org)
- Another helpful website is Brown University’s Choices Program. They have several short, scholarly video clips on the topic of genocide, some of which are used in this lesson. They are free and accessible to anyone. [http://www.choices.edu/resources/scholars_genocide.php](http://www.choices.edu/resources/scholars_genocide.php)
- The Office of the High Commissioner on Human Rights [www.ohchr.org](http://www.ohchr.org)

General Types of Supports

<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Supports</th>
<th>Interactive Support</th>
<th>Linguistic Supports</th>
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<tbody>
<tr>
<td>Real life objects</td>
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<td>Manipulatives</td>
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<tr>
<td>Pictures &amp; Photographs</td>
<td>Tables</td>
<td>Pairs/partners</td>
<td>Pre-teach vocabulary within context of text or learning task</td>
<td>Student self-regulation strategies</td>
</tr>
<tr>
<td>Illustrations, diagrams, and drawings</td>
<td>Graphs</td>
<td>Triads or small groups</td>
<td>Read aloud</td>
<td>Coping and stress relief strategies</td>
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<td>Slotted outlines</td>
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<td>Cooperative learning</td>
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<td>Shared reading</td>
<td>Use of home language</td>
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</table>
Introducing the Compelling Question – The Hook (15-20 Minutes)

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Why Has the United Nations Failed to Prevent Genocide?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Featured Source(s)</td>
<td>Source A: Political Cartoon “Never Again”</td>
</tr>
</tbody>
</table>

INSTRUCTIONS/PROCESS FOR INTRODUCING THE COMPELLING QUESTION:

This hook is meant to get students thinking about why the Holocaust was NOT the last act of genocide to happen and to think about why this is the case given that the nations of the world came together to create an international peacekeeping organization with more power than the League of Nations had.

“Why has the United Nations failed to prevent genocide?” asks students examine the role of the United Nations in the prevention of genocide. In doing so they will examine acts of genocide prior to the creation of the United Nations, steps that the United Nations took to address genocide following World War II and the role of the United Nations in genocide since 1948. It is meant to take 2-3 90 minute class periods.

To help get students warmed up for the inquiry, students will be asked to analyze a political cartoon.

The first task that needs to be completed involves defining genocide. The teacher should ask students how they define it. Then project on the board the legal definition of genocide as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide:

*Genocide is defined in Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide (1948) as “any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part1; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group.”*

Prior to showing the students the political cartoon, the teacher should get an idea of what students already know about the purpose of role of the United Nations. Two questions that should be asked of students prior to engaging in the hook would be, “When was the United Nations created?” and “What is the job the United Nations?” would suffice. This should provide for a brief discussion about the reason why the UN was created and how it works. This could also be covered in a previous class if time allows.

Following the discussion the students should be shown Source A. This can be passed out to students or projected. The teacher can ask, “What does this imply about the role/success of the United Nations in preventing genocide?” Students should then be asked to generate a hypothesis based on what they know at this point that answers the compelling question. Students should discuss their hypotheses either in a small group or with the whole class.
Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE:** It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.
Supporting Question 1 (90 Minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>What are examples of genocide that occurred prior to 1945?</th>
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</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Students will create a chart comparing genocides of the 20th century chart.</td>
</tr>
</tbody>
</table>
| Featured Source(s) | Featured Source A: “Namibia Genocide and the Second Reich” Video Clip https://www.youtube.com/watch?v=BLkHI2NQiHM (First 6 minutes 34 seconds)  
Featured Source B: “Armenian Genocide ABC World News Tonight with Peter Jennings” https://www.youtube.com/watch?v=QVQj0dbeVgU&list=PLlDZaOmo3UiMcnz71u10T-i3v2y7USpjs&index=9  
Featured Source C: “Auschwitz Death Camp” with Eli Wiesel and Oprah Winfrey https://www.youtube.com/watch?v=4IJ4mpCDVPe |

Process and Formative Performance Task

The formative performance task asks students to complete a chart that compares and contrasts three genocides that occurred prior to the creation of the United Nations. Students will look for similarities and differences in these acts of genocide. This is the first step in gaining background knowledge to answer the compelling question.

Process:

1. Explain to students that prior to 1945 and the creation of the United Nations, there were many mass killings that, but definition, can be considered acts of genocide. Ask them to identify one that they are aware of. Most will answer the Holocaust. Encourage them to think of any others and share ones they know about. Then explain that they will be examining two others in addition to the Holocaust, the Herero of Namibia that occurred in 1904 and the genocide of the Armenians that occurred in 1915.

2. Pass out copies of Supporting Document A – Comparing Genocides of the Early 20th Century (Appendix A). Explain to students that they will be watching three video clips, one on each genocide and that they will need to complete the chart for each as they watch.

3. After watching each clip, encourage students to discuss their findings with the class. This could be done in small groups or with the whole class. Answer any questions they may have.

4. Once students have watched all three videos, students should work in small groups to create a list of similarities and differences they see between the three genocides. Once the small groups have discussed, each group should report out and the teacher should keep a running list of the comparisons in the front of the room.
5. Following the discussion on the comparisons, have each group create a list of things that could be done to prevent another genocide from happening. The lists should specifically address the comparisons on the board and the reasons why each genocide was carried out. Once again, each group should report out and the teacher should keep a running list of suggestions.

6. Supporting Question #2 will examine how the United Nations responded and students will compare what the United Nations did with their own responses from this lesson.

Featured Sources

FEATURED SOURCE A
“Namibia Genocide and the Second Reich” Video Clip https://www.youtube.com/watch?v=8LkHl2NQiHM (First 6 minutes 34 seconds) *Preview for graphic content.

FEATURED SOURCE B:
“Armenian Genocide ABC World News Tonight with Peter Jennings” https://www.youtube.com/watch?v=QVQj0dbeVgU&list=PLlDZaOmo3UiMcnz71u1QT-i3yZy7USpjs&index=9

FEATURED SOURCE C:
“Auschwitz Death Camp” with Eli Wiesel and Oprah Winfrey https://www.youtube.com/watch?v=4IJ4mpCDVpE
This video is also available for purchase. You can use the full video or select clips that you feel are essential. *Preview for graphic content

Student Generated Questions

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**Additional Support/Scaffolds/Extensions**

Teachers can substitute these video clips for others of their choice. They can also opt to use readings instead of videos.

The chart can be completed as a whole group or can be partially filled in.

Students can research additional acts of genocide that occurred prior to 1945. A list to begin with can be found here [https://en.wikipedia.org/wiki/Genocides_in_history](https://en.wikipedia.org/wiki/Genocides_in_history)

<table>
<thead>
<tr>
<th>Supporting Question 2 (45 Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Question</strong></td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
</tr>
</tbody>
</table>
| **Featured Source(s)**            | Featured Source A: Definition of Genocide  
                                  | Featured Source B: Universal Declaration of Human Rights  
                                  | Featured Source C: “Why is the Genocide Convention Significant?” Video Clip  
                                  | Featured Source D: “What are the challenges of interpreting the Genocide Convention?” Video Clip |

**Process and Formative Performance Task**

The formative performance task in this lesson asks students to summarize their understandings in what is referred to as a One Minute Paper.

**Process:**

1. Begin class by explaining to the students that in 1948, the United Nations (formed in 1945) actively sought to address the atrocities carried out by Nazi Germany during World War II in addition to the similar actions carried out against the Armenians during World War I. Both the United Nations on the Prevention and Punishment of the Crime of Genocide (CPPG) was adopted on December 9, 1948 and the Universal Declaration of Human Rights was ratified on December 16, 1948.

2. Pass out copies of the definition of genocide (Featured Source A – Appendix B). Ask students to consider why a legal definition of genocide was needed following World War II. Then have students read through it and circle/underline words and phrases that strike them, ones they need clarification on, etc. Discuss student reaction to the definition and the following questions: Are they surprised by what is considered an act of genocide by this definition? Specifically focus on the words “intent to destroy, in whole or in part.” Ask students to analyze this statement. Break it apart, what does each phrase mean? Do they find it to be a powerful statement? Why/Why Not?
3. Then have students read through and discuss the crimes that the United Nations considers to be acts of genocide. **Again, are they surprised by anything on the list? Is there anything that they would add? Do they disagree with anything listed?**

4. Then watch the two clips from Brown University’s Choices Program: Featured Source C: “Why is the Genocide Convention Significant?” and “What are the challenges of interpreting the Genocide Convention?” Discuss with students the arguments made by David Kennedy, Vice President for International Affairs at Brown University. **Do they agree with his argument? Disagree? Why? Did what he say change their views on the document?**

4. Explain to students that the UN Convention on the Prevention and Punishment of Genocide was happening at the same time that the Universal Declaration of Human Rights was being ratified. Explain to them that while many individual nations have their own statements of rights for their citizens, this was the first time that a list was made that applied universally. Ask them, **What does it imply if this is a universal declaration of rights?** Explain to them that these are the rights that the nations that signed the declaration feel are inherent rights. **Ask them what the word inherent means.**

5. Then pass out Featured Source B, The Universal Declaration of Human Rights (Appendix C). You can use either the abridged version included or the full version which can found here: [http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf). Have students read through the list and circle any rights that they think specifically address the genocides that occurred pre-1945 and have them provide a brief annotation of how it is address the atrocity.

6. Discuss students reactions to the list. Again, **ask them to identify items on the list that they agree with, others that they may disagree with or that they don’t think should be included as a universal right. Would they remove items from the list? Add anything?**

7. Finally ask the students to discuss the following, **Who is responsible for enforcing these articles? Should it be the United Nations? Individual countries? A combination of both?**

8. The last task is the 1 Minute Paper. Students will be given one minute to write a response to the following question: **Based on the UN Convention on the Prevention and Punishment of Genocide and the Universal Declaration of Human Rights, how did the United Nations respond to acts of genocide that occurred prior to 1945?** Students should summarize what they learned and address the most meaningful thing that they have learned.

**Featured Sources:**

**FEATURED SOURCE A**: Definition of Genocide (Also Appendix B)


**Article 2 of the convention defines genocide as**

...any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, 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.
— *Convention on the Prevention and Punishment of the Crime of Genocide, Article 2*[^3]

**Article 3 defines the crimes that can be punished under the convention:**

(a) Genocide;
(b) Conspiracy to commit genocide;
(c) Direct and public incitement to commit genocide;
(d) Attempt to commit genocide;
(e) Complicity in genocide.
— *Convention on the Prevention and Punishment of the Crime of Genocide, Article 3*[^3]

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**FEATURED SOURCE B: The Universal Declaration of Human Rights, 1948**

**The Universal Declaration of Human Rights (abbreviated)** Directions: Read through the list. Circle any rights that you think specifically address the genocides that occurred pre-1945 and provide a brief annotation of how it is address the atrocity.

<table>
<thead>
<tr>
<th>Article</th>
<th>Right to Equality</th>
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</thead>
<tbody>
<tr>
<td>Article</td>
<td>Freedom from Discrimination</td>
</tr>
<tr>
<td>Article</td>
<td>Right to Life, Liberty, Personal Security</td>
</tr>
<tr>
<td>Article</td>
<td>Freedom from Slavery</td>
</tr>
<tr>
<td>Article</td>
<td>Freedom from Torture and Degrading Treatment</td>
</tr>
<tr>
<td>Article</td>
<td>Right to Recognition as a Person before the Law</td>
</tr>
<tr>
<td>Article</td>
<td>Right to Equality before the Law</td>
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<tr>
<td>Article</td>
<td>Right to Remedy by Competent Tribunal</td>
</tr>
<tr>
<td>Article</td>
<td>Freedom from Arbitrary Arrest and Exile</td>
</tr>
<tr>
<td>Article</td>
<td>Right to Fair Public Hearing</td>
</tr>
<tr>
<td>Article</td>
<td>Right to be Considered Innocent until Proven Guilty</td>
</tr>
<tr>
<td>Article</td>
<td>Freedom from Interference with Privacy, Family, Home and Correspondence</td>
</tr>
</tbody>
</table>
Article 13  Right to Free Movement in and out of the Country
Article 14  Right to Asylum in other Countries from Persecution
Article 15  Right to a Nationality and the Freedom to Change It
Article 16  Right to Marriage and Family
Article 17  Right to Own Property
Article 18  Freedom of Belief and Religion
Article 19  Freedom of Opinion and Information
Article 20  Right of Peaceful Assembly and Association
Article 21  Right to Participate in Government and in Free Elections
Article 22  Right to Social Security
Article 23  Right to Desirable Work and to Join Trade Unions
Article 24  Right to Rest and Leisure
Article 25  Right to Adequate Living Standard
Article 26  Right to Education
Article 27  Right to Participate in the Cultural Life of Community
Article 28  Right to a Social Order that Articulates this Document
Article 29  Community Duties Essential to Free and Full Development
Article 30  Freedom from State or Personal Interference in the above Rights

FEATUREED SOURCE C:

“Why is the Genocide Convention Significant?”
http://www.choices.edu/resources/scholarsonline/kennedy/dk7.php

FEATURED SOURCE D:

“What are the challenges of interpreting the Genocide Convention?”
http://www.choices.edu/resources/scholarsonline/kennedy/dk8.php

Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR WORLD HISTORY 2

- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Options

Option to use full or abridged version of the Universal Declaration on Human Rights. A full version can be found here: http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

To take this further, students could examine The Declaration on the Rights of Man from France, and the United States Bill of Rights both of which were written many years prior to the UNDHR for similarities to the rights expressed in the UNDHR.

<table>
<thead>
<tr>
<th>Supporting Question 3 (90 Minutes)</th>
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<tbody>
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**Featured Source C:** “Create a United Nations Genocide Focal Point and Genocide Prevention Center” Article  
**Featured Source D:** “UN Officials Recall “Horror” of Srebrenica as Security Failures to Adopt Measure Condemning Massacre” Article  
**Featured Source E:** “In Kigali, Ban Marks 20th Anniversary of Rwanda Genocide Urging Vigilance to Prevent Future Atrocities” Article |

Formative Performance Task and Instructional Approach

The formative performance task in this lesson asks students to reflect on their thinking from the beginning of the unit and explain how their ideas developed over time.
Process:
1. Begin class by reviewing the content from the previous supporting question, the definition of genocide and examples of human rights from the Universal Declaration of Human Rights. Then explain to students that today will focus on examining the role of the United Nations in four genocides that occurred after 1948: Cambodia, Yugoslavia, Rwanda and Darfur.

2. Pass out copies of the “I Used to Think, Now I Think” Handout (Appendix D) Students should reflect on their initial claims in response to the compelling question that they discussed at the beginning of the unit. Directions are below:

   • **Set-up**
     - Set the stage for students by explaining the purpose of this routine is to help them reflect on their thinking about a topic
     - Help students identify how their ideas have developed over time

   • **Encourage individual reflection**
     - “When we began this study, you all had some initial ideas about it and what it was all about. Take a minute to think back to when we started and remember what kind of ideas you once held. Students record their thoughts under the, “I used to think ...” section of the chart.

     Have students put this aside and explain to them that they will revisit this at the conclusion of the lesson today.

2. Transition to the lesson by showing students the video clip “When Do Human Rights Abuses Become Genocide?” Before showing the clip, explain to students that the United Nations constantly monitors countries for human rights abuses. The big issue is determinning if a human rights abuse has become an act of genocide. This clip will provide them with some background information. Have students identify some of the problems that arise in trying to define human rights abuses as genocide. Discuss student responses and questions. Then, explain that they will now examine 4 acts of genocide that occurred following World War II.

3. **20th and 21st Century Genocide Jigsaw Activity** - This activity is meant to provide students with examples of modern acts of genocide.

   Divide students into groups of four. Assign each group one of the genocides that occurred and provide them with a reading on each. Have students complete the 20th and 21st Century Genocides chart (Appendix E) with the information that pertains to their particular reading. Upon completion students will reorganize themselves into new groups so that one person from each group is in the new group. Students will take turns sharing information about their genocide as the other students in the group complete the missing pieces of the chart.

   An excellent resource for background information on these acts of genocide is [www.worldwithoutgenocide.org](http://www.worldwithoutgenocide.org)


   These could be printed, or accessed online either through personal devices or school computers depending on what you have available to you in your classrooms.
4. Once students have completed the jigsaw activity, explain to them that each group will now be given an article (Featured Sources B-E) discussing problems the United Nations has faced in preventing genocide from occurring. Instruct students to read the articles individually and then has a group create last of problems the UN has encountered.

5. Groups will then report their findings to the whole class, while the teacher keeps a list on the board. Students should share where the article is from and what the main argument is. This is a great opportunity to engage in some point of view analysis. This is also a perfect opportunity to generate student questions and discuss with the whole group the ideas put forth in the articles.

6. Following discussion of the article students will complete the “Now I Think” sections of the “I Used to Think, Now I Think” handout (Appendix D).

Say, “Now, I want you to think about how your ideas about our topic have changed as a result of what we’ve been studying, doing, and discussing in class.” Students record their thoughts under the, “Now, I think . . .” section of the chart.

Students should share and explain their shifts in thinking.

Begin with the whole group to help support students in their thinking and explanations while providing a model for others

(I Used To Think....Adapted from Making Thinking Visible by Ritchhart, Church, Morrison, 2011 Image source: Microsoft Clip Art Fairfax County Public Schools, 2014)

Featured Sources:

FEATURED SOURCE A

FEATURED SOURCE B
United Nations Details Its Failure to Stop '95 Bosnia Massacre

By BARBARA CROSSETTE
Published: November 16, 1999

UNITED NATIONS, Nov. 15—Secretary General Kofi Annan laid out in a somber, self-critical report today the tragic story of how the United Nations allowed the Bosnian Muslim "safe area" of Srebrenica to be overrun in July 1995 by Bosnian Serbs, who then systematically killed thousands of the town's men and boys.

The fall of Srebrenica became a damaging symbol of the United Nations' failure at peacekeeping in a new era of civil wars, and it demonstrated the inadequacy of a system that allowed political considerations to color military decisions when troops were under the command of the United Nations.

"The tragedy of Srebrenica will haunt our history forever," the report concludes.

The fall of Srebrenica and other towns that the Security Council had identified as safe areas, but then refused to authorize enough troops to defend, led four months later to the American-sponsored Dayton peace agreement and the introduction of a NATO-led international military force in Bosnia.

While blame is widely distributed in the report, the self-examination of the United Nations' own record in Srebrenica breaks new ground by effectively condemning the organization's tendency to try to remain neutral in a civil conflict.

This conclusion comes two months after Mr. Annan, taking a more aggressive stance on crimes against civilians, startled the opening session of this year's General Assembly by saying that national borders would no longer protect leaders who abuse people under their control.

With Mr. Annan's declaration and today's report, the United Nations is saying that the time has come to take sides.

"Through error, misjudgment and the inability to recognize the scope of evil confronting us we failed to do our part to save the people of Srebrenica from the Serb campaign of mass murder," a senior United Nations official said today, introducing the report. "These failings were in part rooted in a philosophy of neutrality and nonviolence wholly unsuited to the conflict in Bosnia."

"In particular," this official said, "the report makes clear the inadequacy of the entire approach of the United Nations to the Serb campaign of ethnic cleansing and mass murder, culminating at Srebrenica."

Mr. Annan was then in charge of United Nations' peacekeeping activities; Boutros Boutros-Ghali was the Secretary General.

The report, based on about 100 interviews with a range of international figures involved in Bosnia, singles out the Bosnian Serb political and military leaders, Radovan Karadzic and Ratko Mladic, as the "architects and implementers of the attempted genocide in Bosnia" and criticizes those who negotiated with them rather than using military force in the war's early stages. It demands that they be brought to trial.
"The cardinal lesson of Srebrenica," the report says, "is that a deliberate and systematic attempt to terrorize, expel or murder an entire people must be met decisively with all necessary means."

The report on Srebrenica was released on the same day that the three members of Bosnia's collective presidency, speaking to the Security Council on the fourth anniversary of the Dayton agreement, pledged to create the first integral national institutions for Bosnia. The country is now divided into an ethnic Serbian republic and a federation of Bosnian Muslim and Croat areas.

A multiethnic border patrol will be established to help curb cross-border terrorism, smuggling and corruption. A secretariat will be created for the joint presidency, which has had no shared staff, and a common passport for all Bosnians will be introduced. The three presidents have also agreed to form a peacekeeping unit of their own to contribute to the United Nations mission.

American diplomats said that while these may seem like small steps, it took Richard C. Holbrooke, the author of the Dayton accord and now chief United States representative at the United Nations, six hours on Sunday to extract an agreement.

Officials say that the willingness of the three presidents -- Alija Izetbegovic, a Muslim; Ante Jelavic, a Croat, and Zivko Radisic, a Serb -- to act jointly in issuing what they call their Declaration of New York reflects some important changes in the political atmosphere of the Balkans. The Bosnians now see their neighbors moving toward integration in Europe and possible membership in the European Union -- a hope that a fragmented, frequently dysfunctional Bosnian state cannot entertain.

Moreover, American officials said, the crumbling economy and unstable political situation in Serbia, the major republic remaining in Yugoslavia, mean that Serbia is no longer a beacon to the Bosnian Serb republic, which is now economically stronger in some ways than the Serbian motherland. The officials said that in recent months, some Bosnians, apparently feeling more secure, have begun returning to rural areas from which they were displaced as ethnic minorities during the four-year war.

"With this important act," Mr. Holbrooke said today, "the presidents have taken a major step toward consolidating the progress of the past few years -- and in doing so, have helped Bosnia take another step toward fulfilling the vision of Dayton: a unified, single democratic country."

Bosnian Muslims now control the Srebrenica city council, though not without considerable fears for their own safety, officials say. Elected in 1997 but unable to venture back to the town for more than a year, they were among the survivors of the massacres in July 1995.

Srebrenica was then under the guardianship of 110 Dutch peacekeepers, who were no match for the Serbs who suddenly surrounded and attacked the town. The United Nations report says that the Dutch commander had asked for NATO air support on several occasions but was turned down until, finally, he was provided with two air patrols that dropped two
bombs and left. The Dutch government, however, feared that its troops might be taken hostage and, at least on one occasion, strongly opposed air strikes.

The report says that the Dutch could have been more forthright in reporting immediately after the incident what evidence they had that a massacre was taking place. The study also faulted French and British commanders leading United Nations troops for their reluctance to call on NATO.

But at the heart of the problem of protecting the safe areas -- Srebrenica, Zepa, Goradze, Bihac, Tuzla and Sarajevo -- was the refusal of Security Council members, including the United States, to authorize enough troops to do the job. Mr. Boutros-Ghali wanted 34,000; the Security Council authorized only 7,400. Later, American politicians blamed the Secretary General for the capture of most of these enclaves.

"When the international community makes a solemn promise to safeguard and protect innocent civilians from massacre," the report says, "then it must be willing to back its promise with the necessary means."


FEATURED SOURCE C

Create a United Nations Genocide Prevention Focal Point and Genocide Prevention Center

By Prof. Gregory Stanton, Ph.D.

President, Genocide Watch

Coordinator, The International Campaign to End Genocide

Background:

Genocide is not conflict. It is one-sided mass murder. Jews had no conflict with Nazis. Armenians posed no threat to Turks. Ukrainian farmers did not fight Stalin’s communist cadres. Bengalis did not try to massacre Pakistanis. Hutu intellectuals did not rise up against the Tutsi army in Burundi in 1972, nor did Tutsis advocate mass murder of Hutus in Rwanda in 1994. Yet all of these groups were victims of genocide. Conflict resolution is not genocide prevention.

Politicides, political mass murders, are also not the result of conflict. Nor are they the result of “state failure.” Instead, they result from state success, from too much state power, from state-ism. The mass murders of the Soviet gulags could not have been prevented by conflict resolution. The man-made famines in China, Cambodia, Ethiopia, Sudan, and North Korea could not have been prevented by diplomacy or humanitarian relief.

Since the founding of the United Nations in 1945, there have been at least 55 genocides and politicides. Over seventy million people have died, most murdered by their own governments, more than in all the wars combined. Genocide, unlike other human rights violations, can almost never be prevented or punished unless the government that perpetrates the crime is forcefully restrained or overthrown.
That is why the United Nations has been ineffective in preventing genocide. The U.N. is an association of states, represented by governments that wave the flag of national sovereignty whenever anyone challenges their “domestic jurisdiction,” which many of them believe includes what Leo Kuper called the “sovereign right to commit genocide.”[1] Many reports (Whitaker, 1985; Carlsson, 1999; Brahimi, 2000) have recommended creating U.N. early warning and response institutions to prevent genocide. None have been implemented. At first paralyzed by the great power veto during the Cold War, the U.N. is now paralyzed by unwillingness of great powers to subject their policies to criticism and fear among illegitimate governments that scrutiny of their human rights violations might invite intervention by international forces.

Nevertheless, the United Nations remains the best hope to overcome the idolatry of national sovereignty, in favor of the popular sovereignty advocated by Locke, Rousseau, and Jefferson. An underlying premise of the Genocide Convention is that any regime that commits genocide forfeits its legitimacy, and should be subject to the authority of international law and international intervention. The U.N. Security Council has the responsibility to protect against threats to international peace and security. Rwanda and Bosnia should teach the world that genocide is never simply an “internal matter.” Genocidal regimes never stop their predatory murders at their own borders and always bleed refugees. As Lemkin emphasized, genocide is a crime against all of humanity because it permanently reduces the cultural diversity that is humanity’s heritage.[2]

Genocides and politicides are political processes. Early warning theory has made progress in identifying factors that lead to genocide. Some models are multi-factorial and statistical. They provide support for general policies like democracy building. However, such models usually do not prescribe specific tactics to stop genocides. Genocide Watch has developed a processual model that can be logically understood by policy makers and is more specific about warning signs and tactics to stop each stage of the genocidal process. “The Eight Stages of Genocide” are Classification, Symbolization, Dehumanization, Organization, Polarization, Preparation, Extermination, and Denial.

What structures exist in the U.N. now for early warning and early response to genocide?

The Department of Political Affairs (DPA) Prevention Team works with regional divisions and desk officers to study cases likely to become emergencies requiring U.N. intervention. The most serious, including potential genocides, are referred to the Interdepartmental Framework for Coordination Team, which now has members from thirteen departments and agencies including DPA, DPKO, OCHA, UNDP, UNHCHR, FAO, UNHCR, UNICEF, WFP, WHO, DESA, DDA, ILO, World Bank and IMF. Since 1998, monthly meetings in New York have focused on early warning and prevention. All members of the Framework Team can bring situations that may result in conflict or other emergencies to the attention of the Team. The U.N. High Commissioner for Human Rights in Geneva has a representative in New York, but no staff members in Geneva focus solely on genocide prevention.

What problems are there with the current system?

- The Secretary-General and Under-Secretary-General for Political Affairs are rarely informed of strategies recommended by the Framework for Coordination Team. Most follow-up is handled at a lower level, without reaching the Executive Committee on Peace and Security, where the Under-Secretaries-General could give them political clout.

- No Assistant-Secretary-General is a designated Focal Point for Genocide Prevention.

- The Department of Political Affairs lacks sufficient personnel who are experts in genocide early warning. Budget constraints make hiring additional U.N. staff unlikely.

- The significant differences between genocide and other threats to peace and security are not generally recognized in the U.N. or by member states.

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Recommendations of the Framework Team lack adequate follow-up. U.N. departments lack adequate human resources and budgets to implement long-term strategies.

Responding to genocide requires great political will by U.N. staff and by member states. Those who push for action may risk their U.N. careers. Inaction has few career costs.

What are solutions to the problems with this system?

- The Secretary-General should name a Special Representative for Genocide Prevention in the Department of Political Affairs and make that person the Genocide Prevention Focal Point in the United Nations system. The Special Representative would have responsibility for warning the Interdepartmental Framework for Coordination Team of potentially genocidal situations, developing options for responses, and following up on decisions.

- The Special Representative will have to be a skilled diplomat with considerable U.N. experience, yet one willing to challenge U.N. bureaucratic conservatism. He or she will need courage, and both expertise in and commitment to genocide prevention.

- The Special Representative should be located in New York and report directly to the Secretary-General and to the Security Council, where political decisions are made.

A Genocide Prevention Center to support the work of the Special Representative for Genocide Prevention should be established. The Center would communicate with a global network of governments, international organizations, and NGO’s dedicated to early warning and effective response. It would be located near the U.N. and have a professional staff. It would be funded by voluntary contributions of governments and foundations.

What obstacles might these solutions face?

- New York U.N. Secretariat staff may see this new position as a threat to their comfortable relationships with member states’ representatives and an admission of the U.N.’s failures to prevent genocide. They may try to get the Special Representative (SRSG) position relegated to Geneva under the U.N. High Commissioner for Human Rights, several steps removed from political decision-making.

- U.N. member states that repress minorities and defend unlimited national sovereignty will strongly resist creation of this position, and may refuse to cooperate with the SRSG.

- The G-77 majority in the General Assembly may refuse to appropriate the budget needed to hire the SRSG. This doomed the Office for Research and Collection of Information, closed by Secretary-General Boutros-Ghali just before the 1990’s genocides.

- Reports of the Genocide Prevention Center might be blocked if they criticize member states. Resistance to “intelligence gathering” by the U.N. has blocked the Brahimi Report’s recommended Information and Strategic Analysis Secretariat (EISAS). Opponents seem to prefer the current situation where only a few rich nations can afford to maintain international intelligence organizations, leaving the rest of the world in the dark about clandestine plans for genocide. (Rwanda in 1994 was a case in point.)

How can these obstacles be overcome?
A global public campaign may be necessary to get the Secretary-General to appoint a Special Representative for Genocide Prevention. The world’s political leaders must be made to understand that “we, the peoples of the United Nations,” will no longer accept the excuse that our governments and the U.N. “didn’t know.” To prevent genocide, the most racist of crimes, the United Nations must enlist the whole human race. We will need an international movement to end genocide that has the size and moral force of the anti-slavery movement.

This international campaign will need to engage every government, international organization, church, mosque, temple, and synagogue, every jurists’ association, conflict transformation organization, and women’s group, and all of civil society. The campaign cannot succeed without the leadership and the legitimacy of the United Nations.

The Genocide Prevention Center should be independent, but with a special relationship to the SRSG. It could then provide the political advocacy that would be outside the role of the U.N. Secretariat. Such independence is vital to effective early warning and response.

Regional organizations, human rights groups, humanitarian relief, academic, faith based, and civil society organizations could provide valuable assistance to the Special Representative, his or her staff, and to the Genocide Prevention Center. They could provide field resources and a network with U.N. staff around the world to provide early warnings of genocide.

The position of Special Representative of the Secretary-General for Genocide Prevention should be created by the Secretary-General under his Article 99 power to report to the Security Council any threats to international peace and security. It need not be authorized by either the Security Council or the General Assembly. However, a resolution by the Security Council would help pave the way for its creation.

The budgets for the SRSG for Genocide Prevention and for the Genocide Prevention Center could be raised from contributions by U.N. member states and foundations, including the Trust Fund for Preventive Action and the United Nations Foundation. The Special Representative and Genocide Prevention Center staff could be seconded by member governments and other organizations.


http://www.genocidewatch.org/createungenocidectr.html

FEATURED SOURCE D

UN officials recall ‘horror’ of Srebrenica as Security Council fails to adopt measure condemning massacre

UN High Commissioner for Human Rights, Zeid Ra’ad Al Hussein, briefs the Security Council. UN Photo/Eskinder Debebe

8 July 2015 – As the United Nations Security Council failed to adopt a resolution that some of its permanent members called “vital for reconciliation” and others called “divisive,” senior UN officials stressed that the horror of the genocidal massacre at Srebrenica continued to haunt the Organization 20 years after thousands of ethnic Bosnian Muslim men and boys were slaughtered during a week of preventable brutality.

The lessons learned from those “unspeakable” days in July 1995 still reverberate throughout the United Nations, according to UN Deputy Secretary-General Jan Eliasson who, along with UN High Commissioner for Human Rights, Zeid Ra’ad Al
Hussein joining in via videoconference, urged better efforts aimed at prevention and greater cohesion among the international community as it confronts a growing litany of crimes against humanity perpetrated around the world.

The UN officials’ remarks came as the Security Council prepared to table a vote on a draft resolution strongly condemning as genocide the crimes at Srebrenica as established by the judgments of the International Criminal Tribunal for the former Yugoslavia (ICTY) and the International Court of Justice (ICJ) and all other proven war crimes and crimes against humanity committed in the course of the conflict in Bosnia and Herzegovina.

The measure – which failed to pass with 10 votes in favour, four abstentions (Angola, China, Nigeria and Venezuela) and the Russian Federation voting against – would have further agreed that “acceptance of the tragic events at Srebrenica as genocide is a prerequisite for reconciliation.” If one of the Council’s five permanent members casts a negative vote on a resolution, the text cannot be adopted.

“We gather in humility and regret to recognize the failure of the United Nations and the international community to prevent this tragedy,” Mr. Eliasson told the 15-member Council this morning ahead of a vote, marking the 20th anniversary of the tragic events in which 8,000 men and boys who were killed by Bosnian Serb forces who overran Srebrenica – the largest such massacre on European soil since the Organization’s founding.

“The United Nations has acknowledged its responsibility for failing to protect the people who sought shelter and relief in Srebrenica.”

Since the tragedy unfolded in Srebrenica 20 years ago, the Deputy Secretary-General explained, the UN has, in many ways, improved its methodology by which it confronts the threat of war crimes, ethnic cleansing and genocide. Prevention, he said, has now become “an imperative.”

“Peacekeepers are now regularly provided with robust mandates to protect civilians,” Mr. Eliasson continued. “They are often authorized to use all necessary means in defence of populations.”

But, he added, peacekeepers continue to face many of the same challenges that plagued the UN in Srebrenica, not least “paralyzing divisions among Member States and a lack of political and material support.”

As a result, the UN and the Security Council would increasingly have “a central role to play” in strengthening prevention efforts, enforcing the responsibility to protect those in danger and enforcing the right of all people to live in “peace and dignity.”

“The world looks to us here at the United Nations and to the UN Security Council and expects us to uphold that right and to meet those aspirations,” Mr. Eliasson affirmed. “That is our shared responsibility today. And it is how we can best pay homage to the victims of Srebrenica.”

**We got it wrong – so wrong**

Drawing comparisons between the “catastrophe” of Srebrenica and an array of concurrent crises facing the UN in Syria, Sudan, Central African Republic, as well as Burundi and Myanmar, High Commissioner Zeid, meanwhile warned that “so long as there is no respect for the UN, it will be likely that further massacres will be perpetrated.”

“If the UN is to make good on its commitment to protect civilians,” Mr. Zeid told Council members via video link from Geneva, “it must be resolute, undivided and clear about its intention.”

He added that the deeper lessons for the UN remained as relevant today as they were twenty years ago.

“Our inability to anticipate events, so prevalent then, is still with us today; and our recurrent failure to understand with whom, and with what, we are dealing,” he confirmed.

In a comprehensive recounting of the events leading up to the massacre, Mr. Zeid laid out a veritable *mea culpa* of what he termed the UN’s “clumsy” efforts in addressing the growing threats on the ground during the early days of the Bosnian conflict. From wavering displays of authority to a non-committal use of force in countering an increasingly scaled-up Bosnian Serb aggression against ethnic minorities, the UN rights chief described the Organization’s “hesitation” and “timidity” as being key to the Srebrenica tragedy.
“We got it wrong, so wrong, although the people of Srebrenica knew full well who they were confronted with and what was in store for them,” he stated. “We simply had not stopped to think about these issues in sufficient depth.”

The most foundational lesson of Srebrenica, Mr. Zeid continued, was that for it to succeed in areas of conflict, the UN “must be respected.

“For the UN to be effective in robust peacekeeping, all the parties to the conflict, and in particular the aggressor, must take the measure of this Council, its decisions and the UN presence on the ground. They must believe there will be serious consequences and no impunity,” he concluded.


FEATURED SOURCE E

In Kigali, Ban marks 20th anniversary of Rwandan genocide urging vigilance to prevent future atrocities

7 April 2014 – Commemorating “one of the darkest chapters in human history,” United Nations officials paid tribute this morning to the 800,000 men, women and children – overwhelmingly Tutsi, moderate Hutu and Twa – that were systematically killed 20 years ago in Rwanda, and urged the international community to work together and remain vigilant to prevent such atrocities from ever happening again.

“The blood spilled for 100 days. Twenty years later, the tears still flow,” said Ban Ki-Moon, in an address during a commemoration ceremony in the Rwandan capital, Kigali, at which the UN chief expressed his solidarity with all Rwandans as they continue their “journey of healing.”

No country, no matter how tolerant on the surface, is immune from targeting the so-called other. No corner of the world, no matter how advanced, is free from opportunists who manipulate identity for political gain.

The event took place in Kigali’s National Stadium Amahoro (“peace”) where, in 1994, thousands of Rwandans found refuge, barely escaping the murder and rape that stalked the country. Mr. Ban has been to Rwanda several times as UN Secretary-General, and has met survivors, listened to their stories and visited the Gisozi Memorial.

Regretting the international community’s silence at the time, he declared that much more could and should have been done, adding that peacekeeping troops were withdrawn when they were most needed.

“The world has yet to fully overcome its divisions, its indifference, its moral blind spots,” deplored Mr. Ban, citing the atrocities that occurred in Srebrenica in 1995, and the current conflicts in Syria and the Central African Republic.

The Secretary-General underlined that “there is a truth to the human condition that is as alarming today as it was 20 years ago; the fragility of our civility. The bonds that hold us together can swiftly disappear.”

“At the same time, there is progress that gives hope,” he continued, noting that under the “responsibility to protect” principle “States can no longer claim that atrocity crimes are only a domestic matter.” Citing the International Criminal Tribunal for Rwanda (ICTR) as an example, Mr. Ban added that the expansion of international criminal justice has made “leaders and warlords alike face the growing likelihood of prosecution for their crimes.”

In preventing such crimes from happening in the future, he highlighted the importance of remaining vigilant: “Since genocide takes planning, human rights violations must be seen as early warning signals of conflict and mass atrocities.”

“We must not be left to utter the words ‘never again’, again and again,” he said.

“When you see people at risk of atrocity crimes, do not wait for instructions from afar. Speak up, even if it may offend. Act. Our first duty must always be to protect people – to protect human beings in need and distress,” Mr. Ban stressed, a message that he has shared with all UN representatives around the world, including in South Sudan where “many thousands of people are alive today thanks to this open gates approach.”
“No country, no matter how tolerant on the surface, is immune from targeting the so-called other. No corner of the world, no matter how advanced, is free from opportunists who manipulate identity for political gain.”

The Secretary-General went on to pay tribute to the people of Rwanda, for “[showing] the world another essential truth: the power of the human spirit.”

“The resilience of the survivors almost defies belief,” he said at the Kigali event, echoing a different statement released earlier today in which he admired the Rwandans ability to “unite and show that reconciliation is possible even after a monumental tragedy.”

“I encourage Rwanda to continue deepening democracy and protecting human rights so that Rwanda’s future is one of freedom, dignity, security and opportunity for all,” he concluded, urging “the wider Great Lakes region to expand upon your efforts to strengthen prevention and cooperation towards regional stability and harmony.”

Day of Remembrance of the Victims of the Rwanda Genocide (07 April)

The President of the UN General Assembly, John Ashe, encouraged all “Member States, civil society and other stakeholders to honour the memory of those who were needlessly and mercilessly killed solely because of their ethnic identity,” adding that “we must continue to support those who survived this tragedy and still suffer from its effects.”

For her part, Navi Pillay, the UN High Commissioner for Human Rights, emphasized the importance of bringing perpetrators of crimes against humanity to justice. “Impunity adds insult to the grave injury, physical and emotional, suffered by the victims,” she said, noting that “shortly after the genocide, the new Government of Rwanda itself prioritised justice and accountability, not least by asking the Security Council to establish an international tribunal. They recognised that justice and accountability are indispensable for long-term stability.”

The ICTR was asked by the Security Council to wrap up its cases by the tentative target date of December of this year. Bongani Majola, Registrar of the ICTR, recently held a press conference at UN Headquarters in New York, where he said that most of the Tribunal’s work has been accomplished, with only five appeals involving 11 accused remaining. The Tribunal expects to close on the 30th of September of 2015.

The ICTR will also spend the remainder of its time finishing up some administrative work such as the preparation of the ICTR archive that is to be delivered to the Mechanism for International Criminal Tribunals (MICT).

The residual mechanism, as the MICT is informally known, was created in 2010 by the Security Council to take over the residual functions of the ICTR and the International Criminal Tribunal for the Former-Yugoslavia (ICTY), such as long-term sentence enforcement and witness protection.

The Tribunal originally indicted 93 suspects, though only 76 were tried (seven indictments were withdrawn, and 10 were referred to national jurisdictions), with 62 convictions and 14 acquittals.

Mr. Majola noted that the ICTR encountered many challenges in the course of its 20 years of existence, citing the lack of enforcement mechanisms such as a police force and the lack of authority over any territory whatsoever as the biggest difficulties.

“Getting the accused persons and witnesses was particularly difficult because they were scattered all over the world, in many countries, and some were in hiding,” stated Mr. Majola, adding that a lot depended on the good will of national authorities in tracking, detaining and handing the accused over to the Tribunal. Out of the 62 people convicted, three couldn’t be found and/or arrested and their cases will be handed over to the residual mechanism.

Despite all these challenges, Mr. Majola stressed, the ICTR had major achievements, the main one being that it was able to execute its mandate successfully. “We were able to prosecute the leadership, and many of them were punished and sentenced to long term imprisonment.

Those include Prime Minister Jean Kambanda who led the interim government during the genocide, and who is now serving a life sentence.” Among the leadership brought to justice, Mr. Majola also cited the directors the radio and television service in Rwanda at the time because of the “propaganda they were broadcasting saying that the Tutsis needed to be eliminated.”
Noting that the genocide had eliminated Rwanda’s police and judiciary authorities, Mr. Majola highlighted that “if the tribunal hadn’t been established, many of these people would not have been brought to justice because after the genocide Rwanda didn’t have the judicial capacity, nor did it have the capacity to go and look for them in all corners of the world which the Tribunal was able to do, and to bring them back, and to try them, and to punish them.”

More importantly, stressed Mr. Majola, the Tribunal’s greatest accomplishment may be that it created a precedent on international criminal justice and created an international jurisprudence: “The ICTR and the ICTY have actually given confidence that it is possible to have criminal justice at an international level,” he said insisting that both institutions “also have contributed to the message that impunity is not going to be tolerated.”


Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Options

There are several videos on the Choices website http://www.choices.edu/resources/scholars_genocide.php that address the issues that are brought up in the articles. These could be shown in lieu or in addition to the articles specifically the ones on state sovereignty.

Articles could also be abridged to pull out pertinent points as they relate to the supporting question.
Summative Performance Task

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT</th>
<th>Why has the United Nations failed to prevent genocide? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources.</th>
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Description

In the Summative Performance Task, students construct an evidence-based argument responding to the compelling question “Why has the United Nations failed to prevent genocide?” It is important to note that students’ arguments could take a variety of forms. In some cases, teachers may have students complete a detailed outline that includes claims with evidentiary support. In other cases, teachers may want students to write a paper that formally presents and supports their arguments.

Taking Informed Action

<table>
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<tr>
<th>Taking Informed Action</th>
<th>Students will engage in a Harkness Discussion to discuss the question, “What has been the biggest problem the United Nations has faced in preventing genocide since 1948?” In a Harkness Discussion, students work together to steer the conversation. More information on how to conduct a Harkness Discussion can be found here: <a href="http://www.earthethicsinstitute.org/Resources/SustEd_Harkness_Discussion.pdf">http://www.earthethicsinstitute.org/Resources/SustEd_Harkness_Discussion.pdf</a></th>
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<td></td>
<td>Other options for Taking Informed Action would be to bring in someone from an Embassy, the State Department, etc. and have students share their thoughts from their “I Used to Think, Now I Think” reflection with the official.</td>
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</table>

DESCRIPTION/NOTE TO TEACHER: Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.
## Taking Globally Informed Action

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<th>Taking Globally Informed Action</th>
<th>Directions:</th>
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<tr>
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<td>1. Guide students to the UN Sustainable Development Goals website and explore the 17 goals. Discuss the implication genocide can have on the ability for the UN to achieve the Sustainable Development Goals.</td>
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<td>2. In groups, have students rank the Sustainable Development Goals (1-17) with 1 being the goal most impacted by acts of genocide and 17 being the goal least impacted by acts of genocide, providing a rationale for each ranking.</td>
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<td>3. Use these rankings to guide a class discussion.</td>
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<td>4. Further extensions could include:</td>
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<td>a. Create multi-media campaigns to inform the community about the UN Sustainable Development Goals and their connection to genocide.</td>
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### Taking Informed Action: UN Sustainable Development Goals

The [UN Sustainable Development Goals (SDG)](https://sustainabledevelopment.un.org/) outline “a supremely ambitious and transformational vision” for humanity. These 17 goals, and their 169 targets, offer teachers and students an opportunity to frame their C3 Inquiry in a global context. By engaging classes with informed action that addresses the SDG, students nurture their global citizen competencies, disposition, and mindset.

Our decision to develop Informed Action tasks that are globally minded highlight both the benefits of social studies teaching and learning and addresses a gap in educational resources of this genre.

Ultimately, teachers who use a global scope better prepare students to navigate, understand, and act in a future that is increasingly complex and interconnected.

- Twitter: [@GlobalGoalsUN](https://twitter.com/@GlobalGoalsUN)
- Twitter: [@SustDev](https://twitter.com/@SustDev)
## Appendix A: Genocides Prior to 1945 Comparison Chart

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<td>Namibia 1904</td>
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<td>Turkey 1915</td>
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<tr>
<td>Europe 1933-1945</td>
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</tbody>
</table>

**Compare and Contrast:** Identify as many similarities and differences between the three genocides listed in the space below.
Appendix B: Definition of Genocide


Article 2 of the convention defines genocide as...any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, 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.

— Convention on the Prevention and Punishment of the Crime of Genocide, Article 2

Article 3 defines the crimes that can be punished under the convention:

(a) Genocide;
(b) Conspiracy to commit genocide;
(c) Direct and public incitement to commit genocide;
(d) Attempt to commit genocide;
(e) Complicity in genocide.

— Convention on the Prevention and Punishment of the Crime of Genocide, Article 3

Appendix C: The Universal Declaration of Human Rights (abbreviated)
Directions: Read through the list. Circle any rights that you think specifically address the genocides that occurred pre-1945 and provide a brief annotation of how it is address the atrocity.

<table>
<thead>
<tr>
<th>Article</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Right to Equality</td>
</tr>
<tr>
<td>2</td>
<td>Freedom from Discrimination</td>
</tr>
<tr>
<td>3</td>
<td>Right to Life, Liberty, Personal Security</td>
</tr>
<tr>
<td>4</td>
<td>Freedom from Slavery</td>
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<tr>
<td>5</td>
<td>Freedom from Torture and Degrading Treatment</td>
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<tr>
<td>6</td>
<td>Right to Recognition as a Person before the Law</td>
</tr>
<tr>
<td>7</td>
<td>Right to Equality before the Law</td>
</tr>
<tr>
<td>8</td>
<td>Right to Remedy by Competent Tribunal</td>
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<tr>
<td>9</td>
<td>Freedom from Arbitrary Arrest and Exile</td>
</tr>
<tr>
<td>10</td>
<td>Right to Fair Public Hearing</td>
</tr>
<tr>
<td>11</td>
<td>Right to be Considered Innocent until Proven Guilty</td>
</tr>
<tr>
<td>12</td>
<td>Freedom from Interference with Privacy, Family, Home and Correspondence</td>
</tr>
<tr>
<td>13</td>
<td>Right to Free Movement in and out of the Country</td>
</tr>
<tr>
<td>14</td>
<td>Right to Asylum in other Countries from Persecution</td>
</tr>
<tr>
<td>15</td>
<td>Right to a Nationality and the Freedom to Change It</td>
</tr>
<tr>
<td>16</td>
<td>Right to Marriage and Family</td>
</tr>
<tr>
<td>17</td>
<td>Right to Own Property</td>
</tr>
<tr>
<td>18</td>
<td>Freedom of Belief and Religion</td>
</tr>
<tr>
<td>19</td>
<td>Freedom of Opinion and Information</td>
</tr>
<tr>
<td>20</td>
<td>Right of Peaceful Assembly and Association</td>
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<tr>
<td>21</td>
<td>Right to Participate in Government and in Free Elections</td>
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<tr>
<td>22</td>
<td>Right to Social Security</td>
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<tr>
<td>23</td>
<td>Right to Desirable Work and to Join Trade Unions</td>
</tr>
<tr>
<td>24</td>
<td>Right to Rest and Leisure</td>
</tr>
<tr>
<td>25</td>
<td>Right to Adequate Living Standard</td>
</tr>
<tr>
<td>26</td>
<td>Right to Education</td>
</tr>
<tr>
<td>27</td>
<td>Right to Participate in the Cultural Life of Community</td>
</tr>
</tbody>
</table>
Article 28  Right to a Social Order that Articulates this Document
Article 29  Community Duties Essential to Free and Full Development
Article 30  Freedom from State or Personal Interference in the above Rights

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Appendix D: I Used to Think, Now I Think

Thinking Routine: I Used to Think . . ., Now I Think . . .
Reflect on your current understanding of this topic. How has your thinking changed? In the first box, record what you used to think. Record your current thinking in the second box.

I used to think . . .

Now I think . . .

Organizer based on I Used to Think . . ., Now I Think . . . Thinking Routine. Making Thinking Visible by Ron Ritchhart, Mark Church, and Karin Morrison © Fairfax County Public Schools, 2014
## Appendix E: Genocide in the 20th and 21st Century Chart

<table>
<thead>
<tr>
<th>People Targeted</th>
<th>Perpetrators</th>
<th>Methods Used</th>
<th>How Many Killed?</th>
<th>Reasons Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia 1975-1979</td>
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<tr>
<td>Bosnia (Former Yugoslavia) 1992 - 1995</td>
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<tr>
<td>Rwanda 1994</td>
<td></td>
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<tr>
<td>Darfur 2003-Present</td>
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</table>