

United Against GENOCIDE

Understand, Question, Prevent



Musée Holocauste Montréal
Montreal Holocaust Museum

Accompanying tool
for the exhibition



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Table of Contents

Introduction	4
How to use this tool	5
How to use this tool with the travelling exhibition	5
Learning objectives	6
Part 1 : Teacher's Guide	7
Define genocide	8
Primary source analysis	9
Research	12
Part 2 : Student's Guide	15
Understanding the meaning of genocide	16
Four examples of genocide	18
The stages of genocide	21
Primary sources	22
Media	25
Resistance	26
Justice	27
Prevention	28



Introduction

This activity is based on the Montreal Holocaust Museum's virtual exhibition *United Against Genocide: Understand, Question, Prevent*: <http://genocide.mhmc.ca/en/>. The exhibition examines four genocides that marked history (the Armenian Genocide, the Holocaust, the genocide in Cambodia, the genocide of Tutsis in Rwanda), and four contemporary situations of crimes of mass atrocity.

The activity will give students an opportunity to reflect on what genocide is, better understand the stages that lead to it, and learn about different means of resistance and intervention. The activity can be done entirely in the classroom (anticipate 2 or 3 periods) or can be divided into several sections, some of which can be done at home (via Internet research).



How to use this tool

This tool is divided in two sections: the *Teacher's Guide and the Student's Guide*.

The *Teacher's Guide* shows teachers how to use the different components of the activity in the classroom. It also includes expected answers from students and online sources to help answer more questions on the topic of genocide.

The *Student's Guide* is composed of three major components that ask students to define, analyze, and conduct research on the topic of genocide using the virtual exhibition *United Against Genocide: Understand, Question, Prevent* (<http://genocide.mhmc.ca/en/>). Teachers may determine which part(s) of this activity to use with their students.

How to use this tool with the travelling exhibition

The exhibition *United Against Genocide: Understand, Question, Prevent* is also available as a travelling exhibition and can be reserved. For more information, visit museeholocauste.ca/en/exhibition/united-against-genocide-travelling-exhibition. If you would like to use this tool with the travelling exhibition, we suggest that you implement the following lesson plan:

- Before the visit, prepare your students by doing the activities in sections 1 and 2 in class
- During the visit, ask your students to do the activities in the Media and Justice sections
- After the visit, do the activity in the Prevention section in class

Learning objectives

To acquire an understanding of:

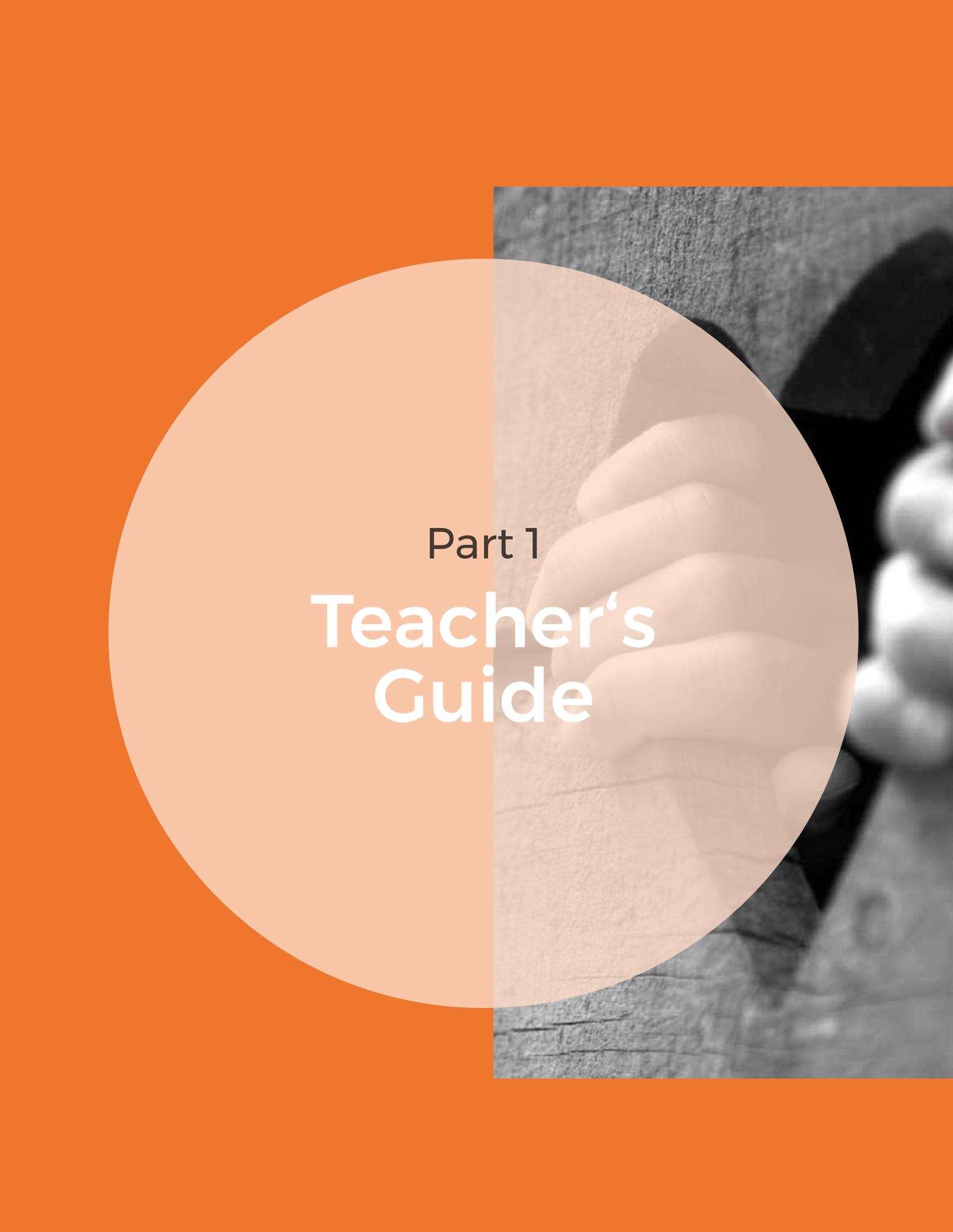
- The history of four genocides (the Armenian Genocide, the Holocaust, the genocide in Cambodia, the genocide of Tutsis in Rwanda)
- The stages of genocide
- Forms of resistance during a genocide
- The methods and mechanisms of genocide prevention

To develop the following skills:

- Interpret contemporary issues
- Analyze primary and secondary sources of evidence (written and visual)
- Critically analyze complex international social issues
- Situate areas of tension and zones of armed conflict on a world map
- Identify the actors and perpetrators involved

To become familiar with the following central concepts:

- Genocide
- Intervention
- Resistance



Part 1

Teacher's Guide

1. Define genocide

Process:

Ask students how they would define the term “genocide” and to record their answers on their sheet (see page 17). Write the proposed definitions on the board.

Read the definition from the UN or on the page <http://genocide.mhmc.ca/en/genocide-definition>.

Then discuss the definitions with the class.

Expected answers:

It is important that the definitions mention that a **crime** was committed, that there was an **intention** to commit the crime, and that certain types of **groups** were targeted.

Additional information:

- **The definition of genocide explained by Gregory Stanton:**
www.genocidewatch.org/genocide/whatisit.html
- **A short video about Raphael Lemkin, the man who invented the word “genocide”:**
www.bbc.com/culture/story/20141120-shining-a-light-on-genocide
- **The USHMM’s “Guidelines for Teaching about Genocide”:**
www.ushmm.org/educators/teaching-about-the-holocaust/teaching-about-genocide

2. Primary source analysis

2.1. Documentary research on four cases of genocide

There are two learning objectives in this section. Exercise 1 asks students to analyze the primary sources in section 3 and answer the questions provided on page 21. Exercise 2 asks students to conduct their own research to find primary sources on instances of mass violence or genocide today.

Process:

In pairs, students visit the website <http://genocide.mhmc.ca/en/> to learn about four genocides. As they do so, they complete the chart and map in the booklet. They then answer questions about similarities among the perpetrators and the reasons that groups of people were targeted (this work can be done at home). Conclude with a wrap-up discussion to add additional information about each genocide.

Expected answers:

It may be complicated to find answers for questions about victims. The Holocaust (also referred to as the Shoah) was the systematic persecution and murder of six million Jews, organized by the Nazi state and its collaborators from 1933 to 1945. In addition to committing genocide against the Jews, however, the Nazis committed genocide against the Roma and Sinti, but this crime is not included in the definition of the Holocaust. This genocide is called the Roma Genocide, Porajmos, or Samudaripen. Other marginalized groups were also persecuted by the Nazis during this period: people with disabilities, homosexuals, Slavic people, political opponents, and Jehovah's Witnesses.

The case of Cambodia is complex, as most victims were targeted for allegedly belonging to certain social, economic, or political groups—groups that are not recognized in the UN definition of genocide. However, some specialists argue that the massacres of Cham and Vietnamese people constitute genocide because these groups were targeted based on their ethnicity. Therefore, the acts of persecution committed by the Khmer Rouge regime fall between genocide (Cham and Vietnamese people) and crimes against humanity (Khmer Cambodians). To simplify matters, in both the exhibition and this activity, we have used the term “genocide” to refer to all crimes committed by the Khmer Rouge in Cambodia.

All the perpetrators were ruling groups. They used the state apparatus to perpetrate genocide.

For the question on victims, see which groups were included in the definition of genocide. The victims were minority groups targeted for their ethnic, religious, or political backgrounds.

Additional information:**• A brief history of the Holocaust:**

museeholocauste.ca/app/uploads/2017/01/brief-history-holocaust.pdf

museeholocauste.ca/en/history-holocaust/

• History of the Cambodian Genocide:

museeholocauste.ca/app/uploads/2017/01/exploring-evidence-appendix.pdf#page=27

• A brief history of the Armenian Genocide:

genocideeducation.org/wp-content/uploads/2014/08/A-Brief-History-of-the-Armenian-Genocide.pdf

• A brief history of the genocide of the Tutsis in Rwanda:

www.un.org/en/preventgenocide/rwanda/education/rwandagenocide.shtml



2.2. The stages of genocide

The purpose of this activity is for your students to learn and understand the stages of genocide. Several answers are possible in certain cases.

Process:

In pairs, students visit the website <http://genocide.mhmc.ca/en/genocide-stages> to complete the table with a definition for each stage of genocide.

Students must write definitions for each stage. Following this, teachers should do a short review to make sure that students did the exercise properly. After noting the definition of each stage of genocide, students must associate each document in the *Student's Guide* with the corresponding stage of genocide. This activity is done in pairs. The teacher should see if there are any corrections to do after the activity ends.

* *Note that you can also use the primary sources to expand on the events with which they are associated. For example, you can ask the students to provide an explanation of the historical context related to the primary sources.*

Answer :

Stage	Name	Main answer	Other possible answer
1	CLASSIFICATION		# 2
2	SYMBOLISATION		
3	DISCRIMINATION		
4	DEHUMANISATION	# 5; # 3	
5	ORGANISATION		
6	POLARISATION	# 2; # 3	
7	PREPARATION	# 4	
8	PERSECUTION		# 4
9	EXTERMINATION	# 1	
10	DENIAL		# 1

3. Research

3.1. Media

Process:

Ask students to find other types of primary sources (newspaper articles, television reports, social media) that constitute propaganda. Using the Museum's guide "Teaching with Primary Sources in History Classrooms" (museeholocauste.ca/app/uploads/2017/01/teaching-history-primary-sources.pdf) ask students to answer the questions on page 25.

Expected answers:

Students must explain why their chosen sources constitute propaganda. Propaganda is defined as misleading, biased information meant to propagate an idea, an opinion, an ideology, or a doctrine to a specific group. Propaganda takes different forms. Students can choose examples such as newspaper articles, posters, and television and radio clips. The objective of this section is to have your students reflect on the different techniques used to spread propaganda. The key element that students should take away is that messages stemming from propaganda are generally based on false arguments that seem logical but are not founded on facts.

Additional information:

- **Nazi Propaganda:**
www.ushmm.org/wlc/en/article.php?ModuleId=10005202
www.ushmm.org/propaganda/
- **"Core Principles of Media Literacy Education":**
mediaeducationlab.com/sites/default/files/AMLA-Core-Princ-MLE_0.pdf

Proposed complementary field trip:

Verify with local media outlets (television, radio, newspaper) if a guided visit of their facility is possible. Alternatively, you can inquire about the possibility of inviting a journalist who has experience in covering mass atrocities to make a presentation to your students.

IN MONTREAL:

Radio-Canada offers guided tours of its studios as well as workshops. The visit also includes the possibility of recording an episode (radio or television). More information about the visit is available at servicesfrancais.radio-canada.ca/decouvrez-radio-canada/visites-guidees-de-la-maison-de-radio-canada (In French)

3.2. Resistance

Process:

Divide the class into groups of four. Ask each member of the group to identify and analyze an act of resistance. Each group member will be responsible for researching one of the four genocides using the page <http://genocide.mhmc.ca/en/resistance>. The first four questions (on page 26) must be answered individually, and the remaining two questions should be answered in the group.

3.3. Justice

Process:

Using the *Quest for Justice* section of the virtual exhibition, ask students to identify the means of justice put in place after the genocides mentioned in the exhibition and answer the questions on page 27. This section can be done individually or in groups.

Expected answers:

Each section (Armenia, Holocaust, Cambodia, Rwanda, Canada's contribution) touches on different themes for discussion. Some examples are: the risks of speaking out about the past (murder of Hrant Dink), education through textbooks and films (Cambodia), the difficulty of prosecuting war criminals, and whether criminal tribunals actually bring justice to victims and their families (Rwanda).

Additional examples include: the fight against denial, the recognition of crimes, and the prosecution of perpetrators.

3.4. Prevention

Process:

Provide your students with a list of international institutions, texts, and NGOs related to genocide prevention. You can use the list below or modify it as needed.

Your students will have to independently search for the dates, the organizations that were created, the missions, and the means of intervention, and then create a timeline.

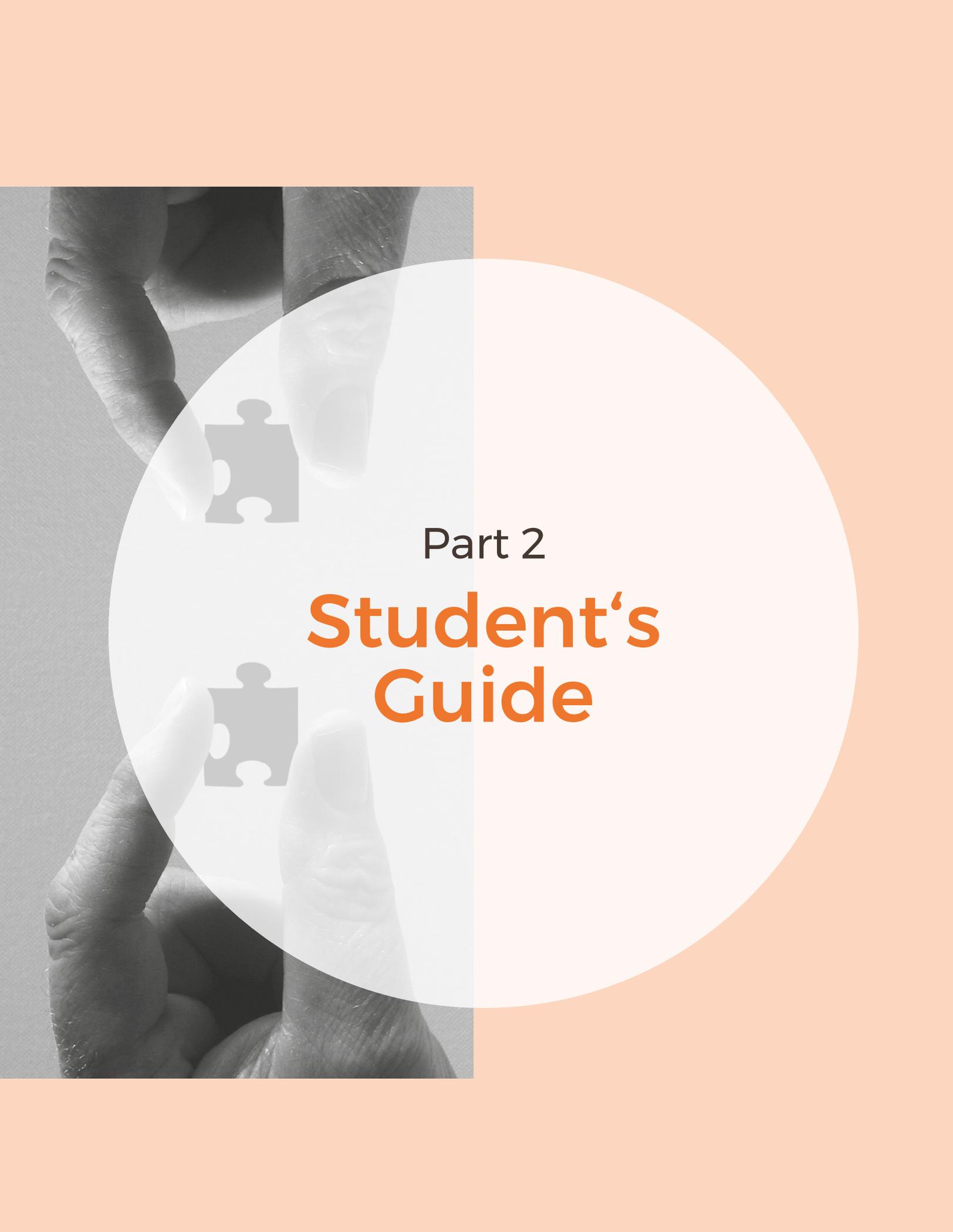
Expected answers:

When creating the timeline, they should note that:

- (1) The Holocaust marked a pivotal moment in the field of international justice
- (2) The ever-increasing number of organizations, associations, and institutions did not and do not stop genocides from occurring

List of institutions, NGOs (non-governmental organisations), and international texts

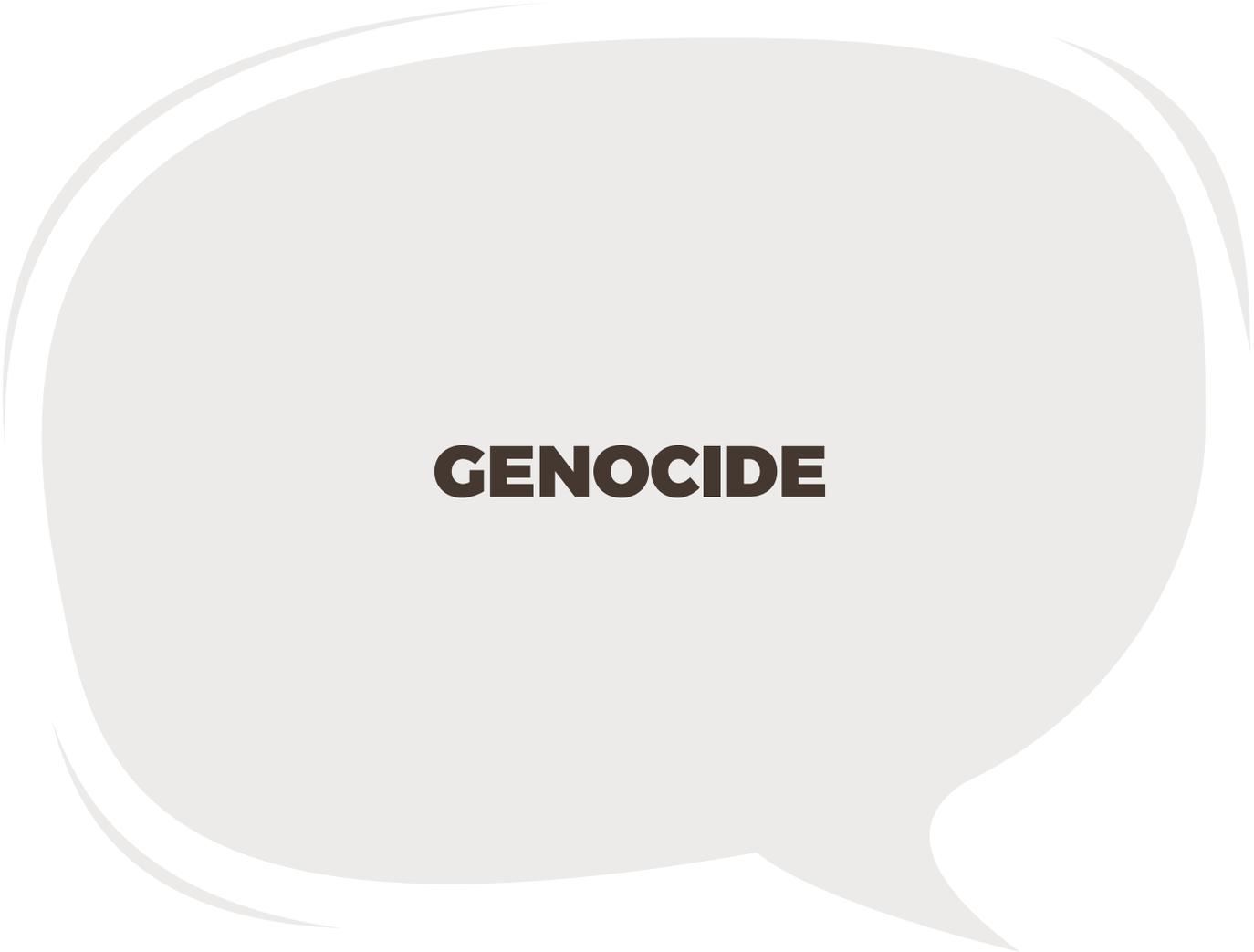
Institutions/NGO/Texts	Date	Additional information
Red Cross	1864	www.icrc.org/en/who-we-are/history
American Jewish Joint Distribution Committee	1914	en.wikipedia.org/wiki/American_Jewish_Joint_Distribution_Committee
American Committee for Armenian and Syrian Relief (renamed to Near East Relief)	1915	www.armenian-genocide.org/ner.html neareastmuseum.com/exhibit/ encyclopedia.1914-1918-online.net/article/near_east_relief
League of Nations (including a commission on refugees)	1919	
Oxfam	1942	
United Nations	1945	
International Military Tribunal at Nuremberg	1945-1946	https://www.ushmm.org/outreach/en/article.php?ModuleId=10007722
United Nations High Commissioner for Refugees	1951	
Universal Declaration of Human Rights	1948	
Blue Helmets	1948	
Convention on the Prevention and Punishment of the Crime of Genocide	December 9, 1948	Explained by Gregory Stanton: www.genocidewatch.org/genocide/whatisit.html
Geneva Conventions	1949	Video on the Rules of war : www.youtube.com/watch?time_continue=281&v=I64JaiDR6zQ
Amnesty International	1961	
Doctors without Borders	1971	
Human Rights Watch	1978	
Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities	1992	www.ohchr.org/EN/ProfessionalInterest/Pages/Minorities.aspx
International Criminal Tribunal for Rwanda	1994-2015	unictr.unmict.org/en
Rome Statute	July 17, 1998	
Creation of the International Criminal Court	2002	
Establishment of the Extraordinary Chambers in the Courts of Cambodia	2003	

A grayscale photograph of hands holding puzzle pieces, overlaid with a large white circle on an orange background. The hands are positioned around the puzzle pieces, with fingers pointing towards them. The puzzle pieces are arranged in a way that suggests they are being assembled or held together. The white circle is centered on the right side of the image, partially overlapping the puzzle pieces and the hands. The orange background is a solid, light orange color.

Part 2

Student's Guide

1. Understanding the meaning of genocide



GENOCIDE

2. Four examples of genocide

Go to <http://genocide.mhmc.ca/en/> to find out about the four genocides presented by the Montreal Holocaust Museum.

1. Fill in the table below with the information you gathered from this webpage.

Genocide	Dates	Perpetrators	Targeted groups
ARMENIAN GENOCIDE			
HOLOCAUST			
CAMBODIAN GENOCIDE			
GENOCIDE OF TUTSIS IN RWANDA			

3. The stages of genocide

Visit the webpage genocide.mhmc.ca/en/genocide-stages to find out about the different stages of genocide. Write down their definitions. Then, consult the five documents below and answer the following questions:

1. Identify which stage of a genocide each image corresponds to.

* Note that a document may correspond to more to than one stage and some stages may not have any corresponding documents.

Stage	Name	Document	Definition
1	CLASSIFICATION		
2	SYMBOLISATION		
3	DISCRIMINATION		
4	DEHUMANISATION		
5	ORGANISATION		
6	POLARISATION		
7	PREPARATION		
8	PERSECUTION		
9	EXTERMINATION		
10	DENIAL		

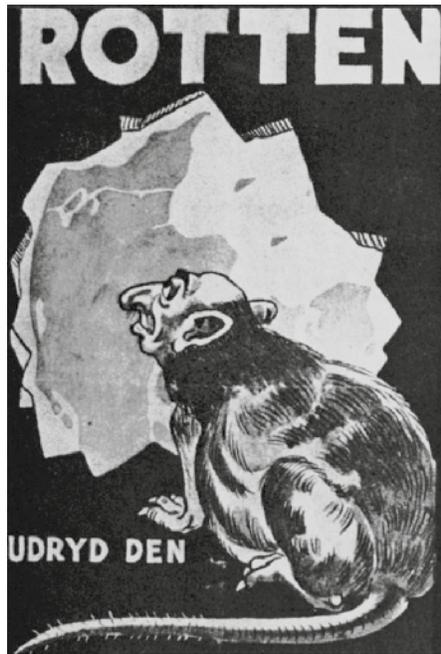
Primary sources



DOCUMENT 1

Photograph of the crematoria at the Neuengamme concentration camp taken soon after the liberation. They were used to cremate the bodies of prisoners who died in the camp. British soldiers who liberated Neuengamme took this photograph. Germany, 1945.

Source : © *Montreal Holocaust Museum*

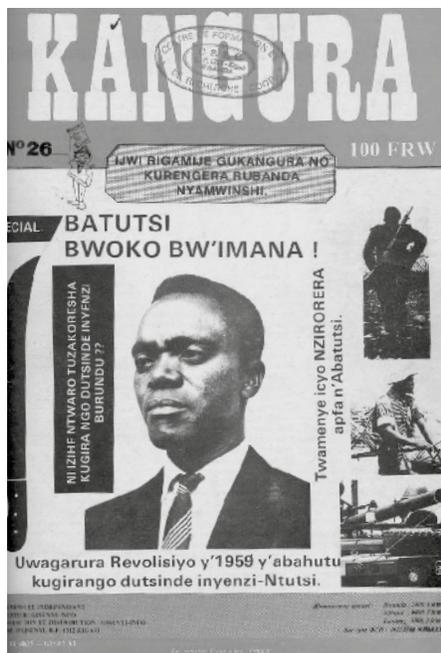


DOCUMENT 2

Anti-Semitic poster. Denmark, c. 1940-45.

This poster presents Jews as rats that must be exterminated. Translation: "Exterminate the rat."

Source: Public domain



DOCUMENT 3

Cover of the newspaper Kangura in November 1991.

The heading to the right of "special" reads, "Tutsi: Race of God!"

The inscription to the right of the machete asks, "What weapons will we use to win over the inyenzi [cockroaches]?"

Source: Kangura files, Montreal Institute for Genocide and Human Rights Studies (MIGS)



DOCUMENT 4

Deportation of Armenians during the genocide. Date unknown.

Source: *Wikimedia Commons*



DOCUMENT 5

Wedding of Salomon Schrijver and Flora Mendels. Even on their wedding day, the young Jewish bride and groom from Amsterdam were forced to wear the yellow star. Netherlands, 1942.

Source: © *Montreal Holocaust Museum*, courtesy of *Samuel Schryver*

4. Media

Traditional media can play an important role in informing the general public about world events. Today, information circulates more directly through other channels, such as the Internet, social media, and NGOs (non-governmental organizations) such as Human Rights Watch and Reporters Without Borders.

Use these outlets to find other types of documents (newspaper articles, television reports, social media, books, and games) that constituted propaganda during one of the genocides featured in the exhibition and answer the questions below:

- 1. How and why is this an example of propaganda? What was the objective of this propaganda campaign? What was the ideology conveyed? In what context was it used? Who created the document? Who was the intended audience?**

- 2. What impact did the document have within the group targeted by the propaganda?**

- 3. What impact did the document have for the people it meant to persuade?**

- 4. Do the messages conveyed seem credible? Why? Were they facts or opinions?**

5. Resistance

During genocides, some individuals and institutions try to resist.

Get into groups of four with other students in your class. Each member of your group must choose a different genocide to analyze and find an example of resistance. In order to do this, each group must explore the Resistance section of the exhibition at <http://genocide.mhmc.ca/en/resistance>. Then answer the following four questions individually:

1. Which genocide did you choose to analyze?

2. Who resisted?

3. What was the act of resistance?

4. In your opinion, what form of resistance is this?

Compare your answers with those of the other students in your group, and answer the following questions together:

1. What are the differences between the acts of resistance you chose? What do they have in common?

2. In your opinion, why do people resist despite the risks?

6. Justice

How can individuals, nations, and the international community seek justice? Using the Quest for Justice section of the virtual exhibition <http://genocide.mhmc.ca/en/justice>, identify the mechanisms of justice put in place after these four genocides and answer the questions below:

1. What were the purposes of these different mechanisms?

**2. What were the results of these procedures, if any?
Are these procedures ongoing? If yes, how?**

7. Prevention

Given what you learned in this exhibition, is it possible to prevent or stop genocide? What does it take? Did the means of prevention evolve throughout the twentieth century?

To answer these questions, your teacher will give you a list of international institutions, texts, and NGOs.

For each of them, research the following on the internet:

- Their date of creation
- Their mission or role
- Their field or types of intervention

Once these steps are completed, place them on a timeline and add the four genocides you have just studied.

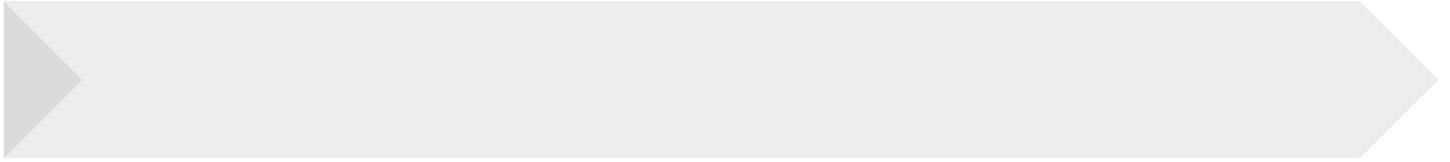
1. What do you observe?

2. Using the section on prevention, identify some of the means of prevention. How can individuals contribute to the process of prevention?

3. Find examples of concrete actions that individuals can take—for example, writing a letter to your Member of Parliament.



Timeline



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