

# CASE STUDY

## Instructional Tool for Teaching About Genocide

### Student's Booklet

These lessons will help you gain a better understanding of genocide and how societies can safeguard the rights of all their citizens.

# 1.

## EXCERPT OF AN ACCOUNT

What event is this person talking about?  
What do their words make you think about?

Write down some key words:

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## 2. BIG QUESTION

Do you have any ideas for answering the big question chosen?

Complete the following table to organize your thoughts.

### Note :

Keep this table handy, because you will be able to add to it as you work through the project.

Big question	What I know/think	What I would like to learn or know	What I learned during this learning sequence (To be completed at the end)

# 3. DEFINING GENOCIDE

3.1 Write down what you think a genocide is:

I think a genocide is:

.....

This word resembles other words like:

.....

Synonyms:

.....

Examples of genocides:

.....

Similarities between these genocides:

.....

Differences between these genocides:

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3.2 Read the definition of the word “genocide” in the analysis tool, which is taken from the *Convention on the Prevention and Punishment of the Crime of Genocide* (1948). How does this definition differ from yours?

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3.3 Using the UN definition of genocide, complete the following tables, which will also serve as a memory aid for you.

Categories used to define victim groups	Different actions that can lead to genocide	What can happen to States that are guilty of genocide?

UN definition as it applies to the genocide being studied  
(To be completed as you study the genocide chosen)

Categories used to define victim groups	Different actions that can lead to genocide	What can happen to States that are guilty of genocide?

3.4 According to the UN, the five distinct actions that characterize a crime of genocide are committed with intent to destroy the victim group.

Find evidence in the background document or elsewhere to prove this intent for the genocide being studied.

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# 4. GENOCIDE CASE STUDY

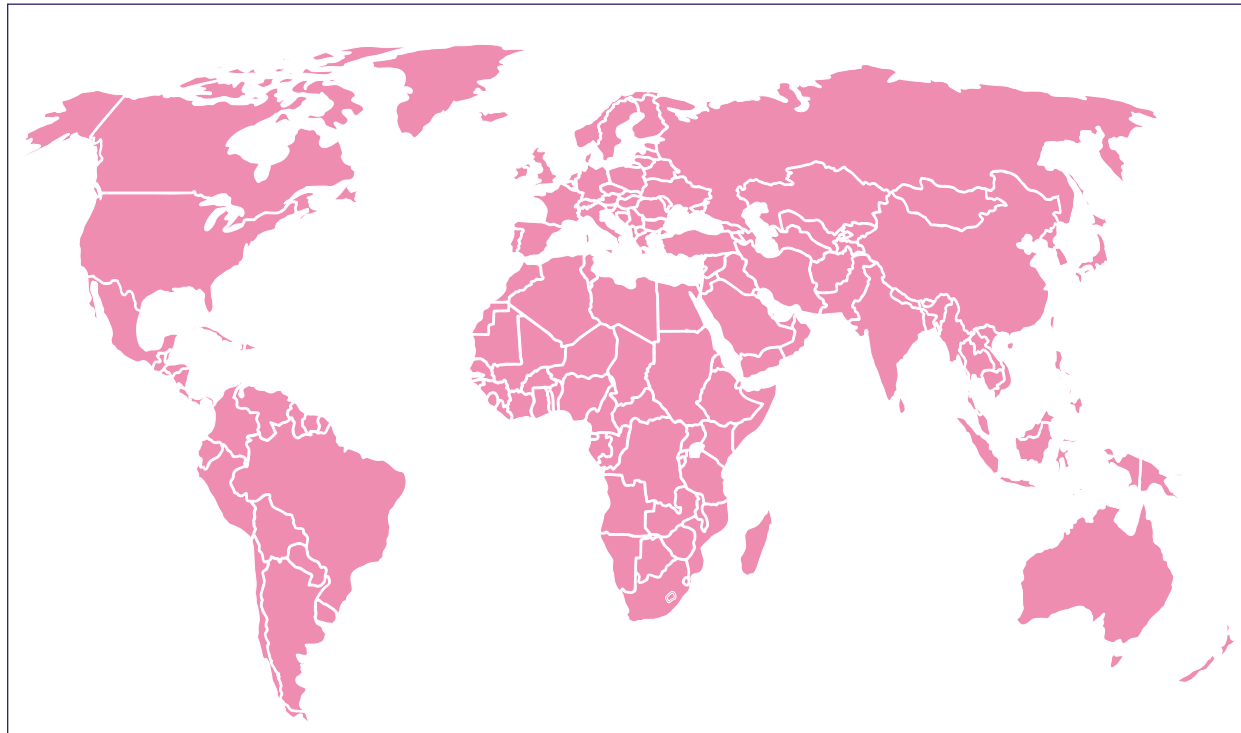
## 4.1 Historical, geographical and political context

A) Write down what you know about the genocide being studied.

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B) Locate the conflict zone on the map. Write down what you know about these territories.



C) Situate the period of the genocide on the timeline. Write down what you know about this period of history in general.



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## 4.2 Actors in the genocide

Complete the following table:

### Note :

The information in the background document is meant to point you in the right direction. Feel free to do additional research to delve deeper into the subject.

Actors in the genocide	Identity	Language	Culture/religion	Elements from their history	Other information
Victims					
Perpetrators					
Witnesses					
Collaborators					
Victims' allies					



### 4.3 Context

Using the background document for the genocide being studied, write down the elements of the context that seem relevant to you in the table below.

#### Note :

The information in the background document is meant to point you in the right direction. Feel free to do additional research to delve deeper into the subject.

Elements of the geopolitical context	Elements of the economic context	Elements of the cultural and social context

## 5. STAGES OF THE GENOCIDE PROCESS

- 5.1 Read the section that corresponds to the stage you have chosen in the Genocide Process Grid and in the background document for the genocide being studied.
- 5.2 Using what you have read and answers from your classmates, complete the following table.

### Note :

The information in the background document is meant to point you in the right direction. Feel free to do additional research to delve deeper into the subject.

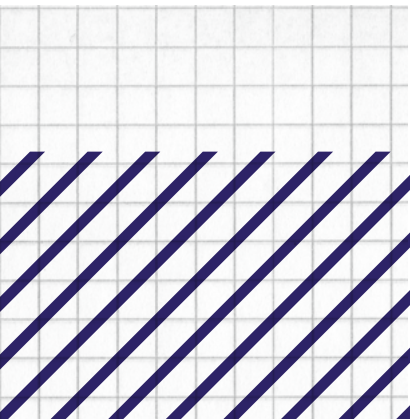
Genocide being studied: .....

What question is asked in the introduction to this genocide? .....

Period during which the genocide took place: .....

Country or countries involved: .....

Victim population(s) of the genocide: .....



Stages of the genocide	
<b>To classify</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>To dehumanize</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>To polarize</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>To organize</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>To persecute and to murder</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>To deny</b>	<p>Perpetrators' actions:</p> <p>Impact on victims:</p> <p>Prevention and acts of resistance:</p>
<b>Justice (obtained or yet to be obtained)</b>	
<b>Elements that can help answer the question about this genocide in particular:</b>	

