

# Researching Genocides and Memorial Creations: An Extension of Learning

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## LESSON

### Target Audience:

Grade 8-12  
History/English

### Time Required:

6-7 Days (or as an extension/  
enrichment activity)

### Content Standards Addressed:

Common Core Standards  
Language Arts

1. ELA.RL.9-10.1 — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. ELA.RI.9-10.7 — Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
3. ELA.RI.9-10.8 — Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Lesson Goal

After researching an assigned genocide, students will create a poster about the event and plan and create a memorial display to educate their classmates and/or community to help strengthen social sensitivity and sense of responsibility for social problems.

### Student Objectives

- To become familiar with a variety of genocides and to commemorate them with either an art piece, a presentation, or a combination of both.
- To research and evaluate a variety of online genocide sources.
- To help students understand the meaning and value of memorials.
- To make students aware that social traumas are long lasting and leave a trace.

### Prior Knowledge/Background Information

It might be helpful in preparation for this lesson if teachers visit the National Association of School Psychologists' (NASP) web address as follows to view guidelines for developing school memorials following a traumatic event:

[http://www.nasponline.org/resources/crisis\\_safety/memorials\\_general.aspx](http://www.nasponline.org/resources/crisis_safety/memorials_general.aspx)

While the classroom study of genocide was not the intended purpose of the above-referenced NASP web page, everything from careful consideration of the cognitive development of the participant to appropriate memorial activities does apply to the creation of a memorial to the victims and survivors of genocide.

### Materials

- Genocide Research & Poster Assignment Sheet
- Resources for Genocide Research (handout)
- Research & Poster Sample Grading Rubric
- Memorial Art Sample Grading Rubric
- Various books on genocides for reference, such as *Century of Genocide: Critical Essays and Eyewitness Accounts, Third Edition* by editors William S. Parsons and Samuel Totten

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#### Content Standards (cont'd)

4. ELA-Literacy.RH.9-10.1 — Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
5. ELA-Literacy.RH.9-10.2 — Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
6. ELA-Literacy.RH.9-10.3 — Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### Materials (cont'd)

- Poster board, clipart and pictures to represent event, glue, tape, etc.
- Art supplies to create memorial (Will vary depending on student or student group)

#### Procedure

##### DAYS 1-3—RESEARCH

1. Divide class into small groups of three to five (or you may assign this individually as an extension project). Assign each group or individual a genocide to research during the three days, choosing among Sudan, Rwanda, Bosnia, Cambodia, and Armenia.
2. Pass out Genocide Research and Poster Assignment handout. Go over what needs to be displayed in each quadrant and the personal reflection for the bottom of the poster. Encourage students to take notes from the resources before putting information on the poster board.
3. Allow the rest of the days for work in the computer lab/library to create display poster.
4. Refer to Research & Poster Rubric handout as a sample for how to assess student work and the overall presentation. Display posters in hallways, library, and/or classroom as a way to draw awareness to genocide.

##### DAYS 4-5—MEMORIAL CREATION

1. If time permits, the next step is that of creating an artistic memorial to the victims and survivors of the genocide researched for the poster. They may create a Power Point, a painting or collage, a sculpture, a quilt—something that is a symbolic and respectful representation that can be displayed for the school.
2. Have each student/group brainstorm ideas on what to create, then list all supplies needed (Teachers may decide to have construction paper, crayons, etc. on hand for some) to bring the next day.
3. Spend Day 5 monitoring the creation of memorials. It is helpful if this day falls on a Friday to allow students the weekend to complete their projects.
4. Refer to Memorial Art Rubric as a sample for how to assess student work.

##### DAYS 6-7—PRESENTATION

1. Students/Groups take turns presenting each genocide poster and their memorial to the class.
2. When all presentations are finished, posters and art should be displayed in a general area to educate other classes on what occurred.