



PRESENTS

The 8 Stages of Genocide: United States History Lesson

Designed by:



Across Curriculum
BOUNDARIES
"COMPREHENSIVE LESSONS AND ACTIVITIES TO INSPIRE"

United States History – Genocide

Table of Contents

Project Overview	2
United States History Lesson – Genocide	4
Holocaust Background Information	7
KWL Worksheet	8
The 8 Stages of Genocide Posters	9
U.S. Map	19
World Map 1	20
World Map 2	21
Genocide Poster Image Citation	22

Project Overview

INTRODUCTION – Genocide and World War II

Project Goal: The purpose of these lessons is to help students personally “connect” in order to gain a better understanding for those who have suffered horrible, preventable human tragedies of genocide and other atrocities. Students will use maps and resource materials to examine the effects of genocide and World War II in World History, United States History, and World Geography.

The origins of genocide have been buried in the unrecorded past, existing throughout history and affecting all races of people and all nationalities. Genocide is defined by the Merriam-Webster dictionary as “...the deliberate and systematic destruction, in whole or in part, of a racial, political, or cultural group.” The word “genocide” contains the Greek word **genos** (meaning race, tribe, nation) and the Latin suffix **cide** (meaning killing), and was coined by a twentieth century Polish writer and attorney, Raphael Lemkin, who had escaped from the Nazi Regime during the Holocaust. He described the experience as “...a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups with the aim of annihilating the groups themselves.”

Genocide has become an international human rights problem that has affected all races and all nationalities. The most infamous of all genocides was the **Holocaust**.

The term Holocaust means “sacrifice by fire” and refers to the Nazis’ merciless persecution and “...systematic destruction...” of the Jewish people under the dictatorship of Adolf Hitler. There were an estimated 11 million people killed during the Holocaust. Of those, six million were Jews. That was approximately two-thirds of all Jews living in Europe at that time. It is believed that there were as many as 1.1 million children were murdered during the Holocaust.

Hitler believed some people were racially inferior to others, and targeted Jews, Roma, homosexuals, Jehovah’s Witnesses, and individuals with disabilities, among others. Children were particularly vulnerable either because their parents belonged to an “undesirable” group or they were too small, unproductive and therefore useless, so they were put to death.

After many years of unspeakable suffering, the Holocaust was exposed and concentration camps liberated. The Holocaust gives us a startling view of how patriotic loyalty, peer pressure, fear, self-preservation, and blind obedience can destroy the human spirit.

The Holocaust was a horrific tragedy that continues to affect lives today. This historical catastrophe is an example of what can happen when people are intolerant of the differences in others.

The purpose of these lessons is to help students “connect” personally in order to gain a better

understanding for those who have suffered horrible, preventable human tragedies of genocide and other atrocities. Students will learn about the Eight Stages of Genocide (<http://www.genocidewatch.org>) and use posters associated with the model as they learn about the atrocities of the twentieth and twenty-first centuries. They will gain a deeper understanding as they discuss issues generated by the posters and consider the damage inflicted by silence and indifference to the suffering of others.

Students will examine the effects of genocide and World War II in World History, World Geography, and United States History. They will use maps to plot and locate past and modern day genocide. The lessons are designed to engage students in reflection and dialogue about the historical role of racism and discrimination causing atrocities in the United States and in the world. As they actively participate in the lessons, students will examine moral issues about racism, violence, bigotry, and discrimination.

As they to begin to recognize how people and events can change lives, students will begin forming opinions and judgments about how and why this human experience has been allowed to continue. They will become aware that labeling others is a universal characteristic of human behavior and they will have a better understanding of the stereotyping and prejudice that exists in their own lives.

The lessons will cause students will think more deeply about their own identities and explore how they can make a difference. They will be given an opportunity to demonstrate their understanding through participation in class discussion, written works, and artistic expression.

As they learn about, culture, important events of World War II, atrocities, and genocide, students will explore what causes some people to take action and “stand up,” while others simply “stand-by” and watch. They will reflect on their rights and responsibilities individually and collectively. These lessons will encourage students to grow from passive learners to active, participating members of a global society.

United States History Lesson - Genocide

Time Required: (2) 45 min.

Lesson Objective:

- Students will be able to identify and discuss causes and effects of World War II, emphasizing the Holocaust
- Students will be able to understand, identify, and locate major atrocities and genocides of the twentieth and twenty-first centuries on a map
- Students will be able to examine and discuss political motivations in the Holocaust and other genocides
- Students will be able to identify the 8 Stages of Genocide and discuss genocide posters

Materials/Resources:

Student Notebook

10 posters of genocide

The 8 Stages of Genocide Handout (see background documents packet)

U.S. Map

KWL Worksheet

Black Marker

TEKS

(7-D,E) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons; analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(31-A) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: create thematic maps, graphs, and charts representing various aspects of the United States; and

Introduce

1. Distribute the 8 Stages of Genocide poster packet.
2. Review Poster # 1 on **Bullying** to introduce this unit. Discuss how and why bullying occurs and what happens if it “grows” unchecked.
3. Students break into small groups to discuss “bullying”.
4. Introduce the first stage of genocide: **Classification**. Review poster.
5. In pairs, have students review and discuss the poster and “**Symbolization**” in the 8 Stages of Genocide packet.
6. Allow free response share out where students call out meaningful words or phrases. Have a student record “word splash” on chart or board. Allow for comments and discussion.

Teach:

1. Write: "Impact of Holocaust and World War II on the United States." Ask students to think about it as you pass out KWL worksheet.
2. Distribute KWL worksheet. Ask students to write: Impact of Holocaust and World War II on the U.S. in the "topic" section. Ask students to complete the K and W sections and submit it. Collect papers and return before dismissal, so they can record under the L what they have learned.
3. Distribute the 8 Stages of Genocide handouts.
4. Ask students if they know the causes of World War II and the Holocaust. Allow students to share what they may already know and how it has affected our country. Ask students to analyze the role of the United States in World War II and the Holocaust.
5. Have students work in pairs as they read through the 8 Stages of Genocide packet (guided by the posters). They should take notes.
6. Ask students to think about why Adolf Hitler's "Conquest of Europe" affected the United States.
7. Ask students to continue working in pairs to discuss the remaining posters on "**Dehumanization,**" "**Organization,**" "**Polarization,**" "**Preparation,**" and "**Extermination**" as they relate to their knowledge of genocide, contemporary life, and the role of the United States in their existence.
8. Ask students to work in groups of four to develop a poster for each stage of genocide. If possible, include events and issues that demonstrate the use of those stages. Draw a picture to represent each stage or use grammatically correct phrases to describe them. For example, the internment of German, Italian, and Japanese Americans showed blatant examples of 1) bullying; 2) dehumanization, by treating them as subhuman; and 3) polarization, by moving them from the west coast in the U.S. to "War Relocation Camps."
9. Ask students to include the distributed maps as visuals for their oral presentations.
10. Allow 20 - 30 minutes for each group to share, allowing enough time for in depth discussion. Teacher discretion should be used to determine if this activity should be whole class or group. This discussion will involve cultural norms, attitudes, stereotypes, religion, and social mores. The students will continue to think about this discussion, so it is important to let opinions be expressed in a safe and comfortable environment. Follow up discussions may be required.
11. Write: "**Denial**" on board or chart.

Ask: What does it mean? Who does it? Why? How does it relate to the Holocaust? Did the U.S. participate in any forms of denial? Does the U.S. currently practice denial?

12. Review “**Denial**” poster and **Final** culminating poster.

13. In groups of 4, ask students to discuss individual and collective responsibility to witnessing stages of genocide. How can students work at the prevention of genocide as citizens in a global society? How does the United States take responsibility for genocide and world atrocities? How is the United States impacted by genocide economically and politically?

14. Share out in groups, allowing enough time for in depth discussion. This discussion will involve cultural norms, attitudes, stereotypes, religion, and social mores. The students will continue to think about this discussion, so it is important to let opinions be expressed in a safe and comfortable environment. Follow up discussions may be required.

15. Distribute KWL worksheet to students. Have them complete and submit it.

Assess

1. Ask students to use a map of the United States to locate and plot internment camps. Compare and contrast life in an internment camp to life in a concentration camp.
2. Review all written class work, maps, posters, and oral presentations.
3. Read and assess letter to the editor.

Extend/Reflect/Write

1. Complete KWL worksheet and submit.
2. Write a letter of reflection to the editor of the local newspaper describing the conditions you experienced in your internment camp. Include its location, conditions, and organization. Tell about your food, clothing, housing, work, and hardships. Who did you talk to? How long were you there?
3. Journal Entry:
Reflect on the Events that you studied. Did you agree with the actions taken by the United States? What would you have done differently? Should the U.S. be more involved in preventing or stopping genocide? What would the economic and political impact be of that decision?

The Holocaust

The Holocaust is the “systematic slaughter” of over 11 million people. (6 million were Jews, and 5 million “others,” including Roma, homosexuals, individuals with disabilities, Jehovah’s Witnesses, Poles, and Russians, among others) by Germans under the rule of Adolf Hitler.

The Holocaust occurred under Adolf Hitler’s rule in Germany, ending in 1945 when Germany was defeated by the Allied Powers of the United States, Great Britain, France, and the Soviet Union. During those years, despicable acts of persecution befell the Jews and others. They lost rights and privileges, businesses, property, and freedom before being sent to concentration camps, labor camps, and transit camps, where they were systematically murdered as part of “The Final Solution,” the Nazi term used for the elimination of the Jewish people.

Major Concentration Camps

Camp	Location (current)	Population (estimated)
Auschwitz-Birkenau	Poland	135,000
Bergen-Belsen	Germany	70,000
Buchenwald	Germany	250,000
Dachau	Germany	200,000
Flossenbürg	Germany	100,000
Gross-Rosen	Poland	125,000
Mauthausen-Gusen	Austria	200,000
Natzweiler-Struthof	France	40,000
Neuengamme	Germany	100,000
Plaszów	Poland	150,000
Ravensbrück	Germany	150,000
Sachsenhausen	Germany	200,000
Stutthof	Poland	110,000
Theresienstadt	Czech Republic	140,000
Westerbork	Netherlands	100,000

Liberation of Concentration Camps

As the Allied troops began offensive moves across Europe (against Nazi Germany), they discovered thousands of concentration camp prisoners. Many had survived unspeakable conditions of torture and hate crimes. They were suffering from starvation and disease and many were in need of medical attention.

The Allied forces discovered evidence of mass murder, which the Germans had attempted to hide, demolish, or burn. The gas chambers were still standing. Piles of corpses lay unburied. They found personal belongings of the victims along with thousands of men's suits and more than 800,000 women's outfits. The Allied forces also found 14,000 pounds of human hair.

Liberating soldiers were unprepared for the level of tragedy as they entered concentration camps, and were profoundly and painfully impacted by what they saw. It was not until after the liberation of the concentration camps that the full scope of the Holocaust was exposed.

KWL WORKSHEET

Name: _____ Date: _____ Topic: _____

What I Know

What I Want to Know

What I Learned

--	--	--

“IF **BULLYING** GROWS UNCHECKED, WHAT COULD IT LEAD TO?”

LEARN TO RECOGNIZE, COMPREHEND, AND ACT
AGAINST **THE EIGHT STAGES OF GENOCIDE.**

**THE CHOICE IS YOURS
& THE TIME IS NOW**



“IT NEVER HAPPENED”
“WHAT ARE YOU TALKING ABOUT”
“YOU JUST DON’T UNDERSTAND”

“THEY TREAT US LIKE ANIMALS”

“THEY REFUSE TO LOOK US IN THE EYE”
“THEY’RE DIFFERENT THAN WE ARE”

“THEY SYSTEMATICALLY SCARRED US. WE’RE FOREVER BRANDED”
“YOU’RE EITHER WITH US OR AGAINST US”

“OUR FIRST STEPS ARE TO IDENTIFY AND CATEGORIZE”

THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | **COMPREHEND** | **ACT!**

→ VISIT: GENOCIDEWATCH.ORG

→ READ: UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS
We are all Human Beings With Equal Rights

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES**



CLASSIFICATION

VICTIMS ARE SINGLED OUT AND CATEGORIZED

- "We've been thrown into the lowest class"
- "They don't think much of any of us"

PERPETRATORS WILL THEN DISCRIMINATE AGAINST THOSE BEING CLASSIFIED

"They're barely useful even for menial labor"

WHAT WILL it TAKE
to **STAND** on
COMMON GROUND?



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | **COMPREHEND** | **ACT!**

→ VISIT: GENOCIDEWATCH.ORG

→ SEE VIDEO: [CLASSIFICATION](#)



Presented By: [Texas Holocaust and Genocide Commission](#)
Designed By: [Genocide Watch](#)

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 1 OF 8**

SYMBOLIZATION

VICTIMS ARE SCARRED & MARKED WITH HATE SYMBOLS

- "They intentionally and maliciously scarred us. They branded us!"
- "In their eyes, we're the problem"

GOVERNMENTS, STATES, AND/OR ORGANIZATIONS START TARGETING EFFORTS

"They have to carry documents at all times"

How do I Stand Up for
**DIVERSITY &
DIFFERENCES?**



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | **COMPREHEND** | **ACT!**

- VISIT: GENOCIDEWATCH.ORG
- SEE VIDEO: [SYMBOLIZATION](#)



Presented By: **HOLOCAUST FOUNDATIONS**

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 2 OF 8**

DEHUMANIZATION

VICTIMS ARE DENIED IDENTITIES, SEEN AS UNIMPORTANT, CALLED NAMES, AND ANIMALIZED

- "They treat us like animals"
- "We're called cockroaches"
- "They refuse to look us in the eye"

STATES, SCHOOLS, FAMILIES, AND SOCIAL INSTITUTIONS EASILY DISTANCE THEMSELVES

"They're very different than we are"

Is **CRUELTY** to another
HUMAN BEING EVER JUSTIFIED?

Credit: Photograph by Kevin Weaver www.kevinweaver.co.uk



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | COMPREHEND | ACT!

- VISIT: GENOCIDEWATCH.ORG
- SEE VIDEO: [DEHUMANIZATION](#)



WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 3 OF 8**

ORGANIZATION

GENOCIDE BECOMES COLLECTIVE AND GROWS FROM A GROUP IDENTIFICATION

- "Armed and trained, they will be next to unstoppable"
- "We are the superior culture and people"

MOBILE KILLING UNITS ARE FORMED AND EVERYONE IS FORCED TO PARTICIPATE

"What choice do I have?"

When is it necessary

TO ASK WHY?



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | **COMPREHEND** | **ACT!**

— VISIT: GENOCIDEWATCH.ORG

— SEE VIDEO: [ORGANIZATION](#)



Designed By: AMERICAN PARTNERSHIP FOR ON-SCREEN BOUNDARIES

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 4 OF 8**

POLARIZATION

**THOSE IN THE MIDDLE, MODERATES,
WHO COULD SLOW THE CYCLE, ARE ELIMINATED**

"You're either with us or against us. There is no middle or neutral ground."

**MEDIA IS CONTROLLED BY HATE GROUPS. LAWS ARE IMPLEMENTED
CURBING INDIVIDUAL FREEDOM**

- "We have to try to make them see reason"
- "They live in a world of absolutes and they see us as "in the way"

How do you discern

**BETWEEN RIGHT
& WRONG?**



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | COMPREHEND | ACT!

— VISIT: GENOCIDEWATCH.ORG

— SEE VIDEO: [POLARIZATION](#)



Designed By: A Jewish Perspective on Genocide **BOUNDARIES**

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 5 OF 8**

P R E P A R A T I O N

WHEN PREPARING, VICTIMS ARE TRACKED IN LISTS, BY MARKING HOUSES, AND BY ISSUING SPECIFIC I.D. CARDS

"They keep records and maps on all our comings and goings. We're tracked at all times."

BUREAUCRACY DIRECTS THE TRANSPORTATION OF VICTIMS TO ORGANIZED KILLING CENTERS

- "It'll be easier to concentrate them all together"
- "We'll keep meticulous records and archives, ensuring efficiency"

Do you want to be a
BYSTANDER?

Credit: Photograph by Jez Coulson www.insight-visual.com



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | COMPREHEND | ACT!

→ VISIT: GENOCIDEWATCH.ORG

→ SEE VIDEO: [PREPARATION](#)



Designed By: [HOLOCAUST AND GENOCIDE COMMISSION](#)

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 6 OF 8**

What are you going to do to
STOP IT ?

EXTERMINATION

INTERVENE BEFORE THE SEVENTH STEP, "THE FINAL SOLUTION," WHICH IS EXTERMINATION

"This is the eleventh hour and we have to do something now to stop this"

THOSE COMMITTING GENOCIDE WILL OFTEN DESCRIBE THE KILLING AS "PURIFICATION"

"We must bring about the final cleansing!"

VICTIMS' BODIES ARE BURIED IN MASS GRAVES OR BURNT LIKE GARBAGE

"They're trying to wipe us off the face of the Earth"



THE CHOICE IS YOURS & THE TIME IS NOW

RECOGNIZE | **COMPREHEND** | **ACT!**

→ VISIT: GENOCIDEWATCH.ORG

→ SEE VIDEO: [EXTERMINATION](#)



Designed by: **HOLocaust Education Resource Center**

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 7 OF 8**

D E N I A L

EVERY GENOCIDE IS FOLLOWED BY THE DENIAL OF THOSE INVOLVED

"Those are all lies; it didn't at all happen like that!"

ACCOUNTS BY THE VICTIMS ARE DISMISSED AS "UNCONFIRMED" OR "ALLEGED"

"Those days will forever live in our memories"

SOME BYSTANDERS WILL EVEN DISMISS REPORTS AS PROPAGANDA

"Those are all gross exaggerations"

Are you going
to let them
**GET AWAY
WITH THAT?**



THE CHOICE IS YOURS & THE TIME IS NOW

**RECOGNIZE
COMPREHEND | ACT!**

→ VISIT: GENOCIDEWATCH.ORG

→ SEE VIDEO: [DENIAL](#)

→ READ: [THE 12 WAYS TO DENY GENOCIDE](#)

WHAT IS **GENOCIDE** | WHAT ARE THE **SOLUTIONS** | WHAT ARE THE **PREVENTATIVE MEASURES** | **STAGE 8 OF 8**



It Starts with You

RECOGNIZE
COMPREHEND
& ACT!

*Investigate
Learn
Educate
CONNECT*

Visit: [Texas Holocaust and Genocide Commission](#)

Presented By:



Designed By:



What will it take
**TO STAND ON
COMMON GROUND?**

How do I stand up for
**DIVERSITY &
DIFFERENCES?**

**IS CRUELTY TO ANOTHER
HUMAN BEING
EVER JUSTIFIED?**

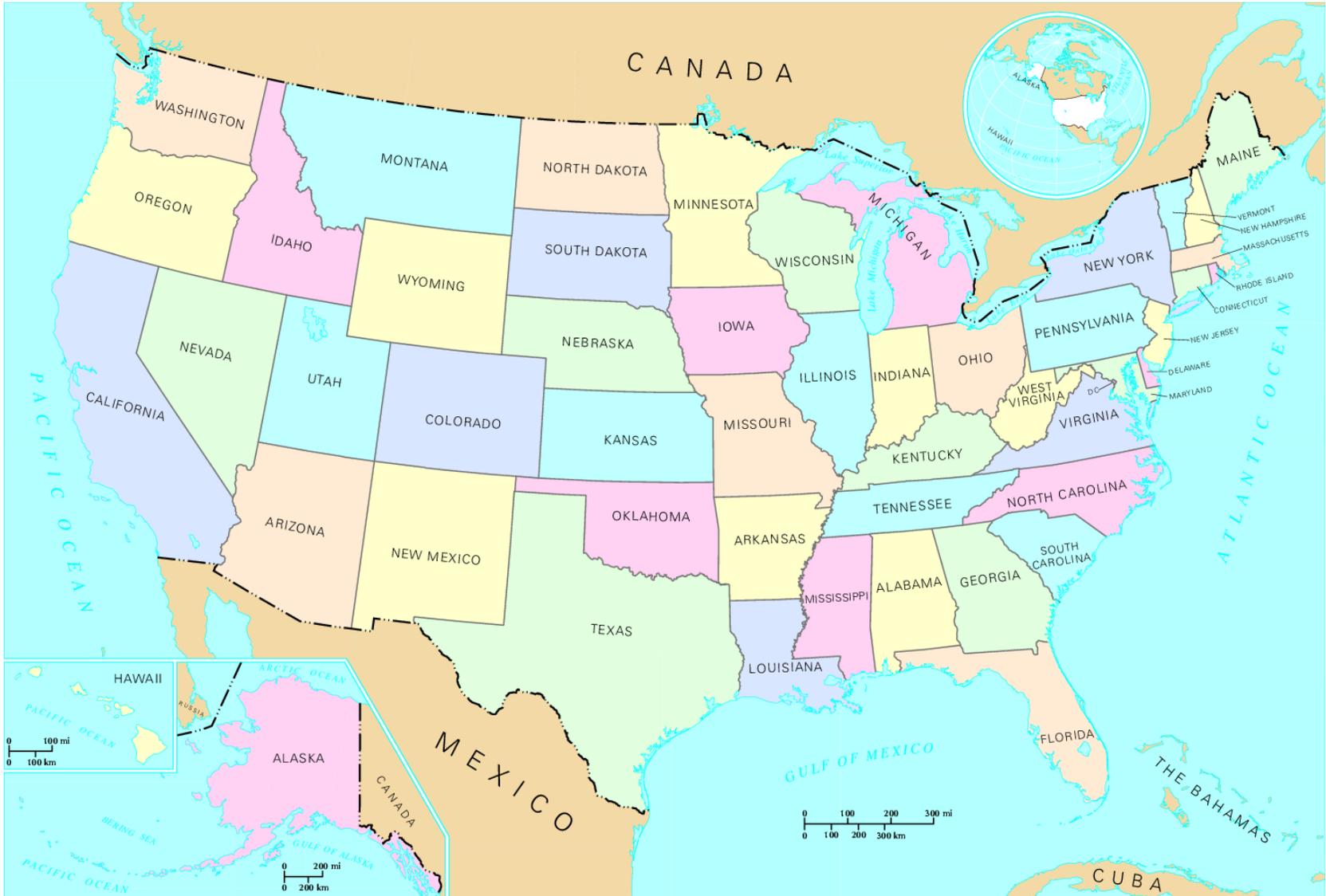
When is it necessary
**TO ASK
WHY?**

How do you discern
**BETWEEN
RIGHT & WRONG?**

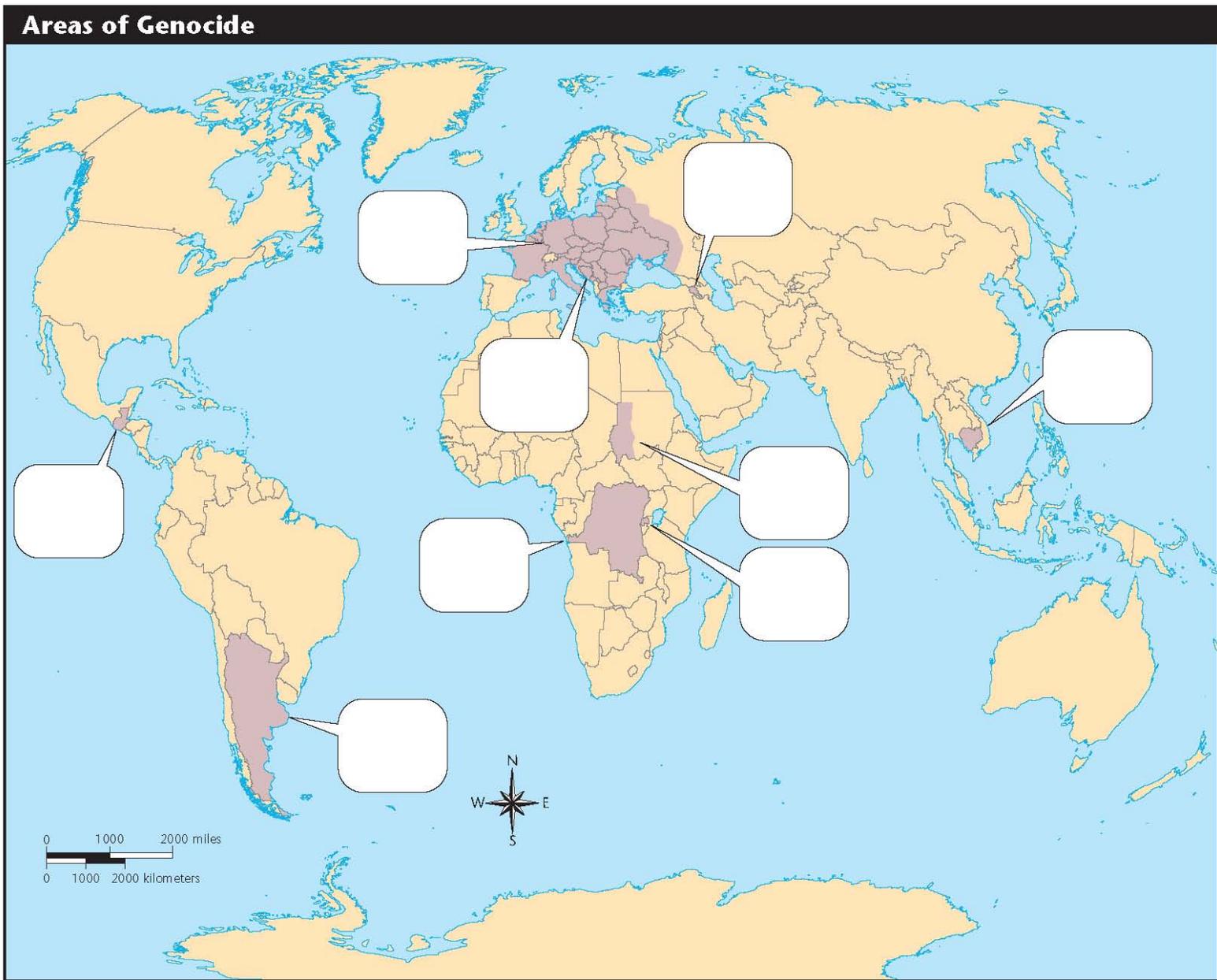
Do you want to be
a bystander?

What are you going to do
to stop it?

**ARE YOU GOING TO
LET THEM GET AWAY
WITH THAT?**



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THE EIGHT STAGES OF GENOCIDE POSTER SERIES
IMAGE CITATIONS

PRECAP POSTER

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POSTER 1 CLASSIFICATION

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POSTER 3 DEHUMANIZATION

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101.rwanda cholera child Photograph courtesy of Kevin Weaver, www.kevenweaver.co.uk

POSTER 4 ORGANIZATION

Background Images:

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POSTER 5 POLARIZATION

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POSTER 6 PREPARATION

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POSTER 7 EXTERMINATION

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POSTER 8 DENIAL

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