



PRESENTS

The 8 Stages of Genocide: World Geography Lesson

Designed by:  **Across Curriculum**
BOUNDARIES
"COMPREHENSIVE LESSONS AND ACTIVITIES TO INSPIRE"

World Geography – Genocide

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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, Catholics, 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.

Events of World War II

After the horrors of World War I, Europe was in ill repair and the United States, although having weathered better than other countries, was not eager to embark upon another war. The Great Depression of the 1930's caused suffering for millions and had taken a toll on the United States. Other countries had discontinued paying their debts to the United States, causing a feeling of betrayal and isolation.

Following World War I, Germany lost land and was ordered to pay reparations, which made many Germans bitter. Adolf Hitler, rising to power in this environment, inundated Germans with propaganda and touched them personally with messages of fears, hopes, and hatred, leading the German people to mirror those same sentiments. The Nazi philosophy, ideology and government policies appealed to the German people. In fulfilling his goal to unify Germany, Hitler would be assured of the support of his people while giving them a sense of nationalism and belonging. He believed Germans were part of a "superior" race and all other "inferiors" should be destroyed. Hitler planned to "systematically" conquer the world – expansionism, domination, Nazism.

World War II in Europe officially began on September 1, 1939, when Germany invaded Poland. Hitler also invaded Austria, Czechoslovakia. Japan, meanwhile, was also seeking expansion of its territory. Japan had already captured land in China, wanting to gain control of valuable resources. Japan was also attempting to gain territory in Russia.

It became evident that in order to stop Germany and Japan, the other countries had to form a united front. As various countries entered the war, they joined on one of two military – "The Axis Powers" (Germany, Japan, Italy, and smaller nations) or "The Allied Powers" (The United States, Soviet Union, France, and Britain).

World War II has been called the most destructive and widespread war in history. There were over 60 million lives lost during the war, which lasted about six years in Europe and longer in Asia. There were approximately 11 million lost lives during the Holocaust. 6 million were of Jewish decent and 5 million were Roman and other "undesirables."

Though World War II resulted in the monumental loss of life, it also renewed the spirit of Americans, created new jobs (as production of needed war materials flourished), and ended the dictatorship of the Nazi Regime. After World War II, The United States and The Soviet Union became the leading national powers and the United Nations was formed to provide aid and support to countries around the world.

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
Płaszów	Poland	150,000
Ravensbrück	Germany	150,000
Sachsenhausen	Germany	200,000
Stutthof	Poland	110,000
Theresienstadt	Czech Republic	140,000
Westerbork	Netherlands	100,000

World Geography Lesson 1 – World Geography - - Genocide

Time Required: (2) 45 min.

Lesson Objective:

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

Materials/Resources:

Student Notebook

10 posters of genocide

Stages of Genocide (see background packet information)

Major Events of World War 2 (see background packet information)

KWL Worksheet

T-Chart Worksheet

World Map

Continent Map (Europe, Asia, Africa)

Black Marker

TEKS

(15-B) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to: explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(18-B) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to: assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;

(21-B) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: locate places of contemporary geopolitical significance on a map;

(22-A) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;

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 descriptive words or phrases. Have a student record word splash on the chart or board. Allow for comments and discussion.

Teach:

1. Write: “What is Genocide?” on the board or chart paper.

Have students begin a response journal in notebooks and write their own definition of “genocide.” Have a student record class responses on a chart or butcher paper. Explain that the Greek word **genos** means race, tribe, or nation and **cide** is a Latin suffix meaning killing. Raphael Lemkin coined this word in the twentieth century, during World War II.

2. Have students use technology (computer, iPad, android, etc.) to find the definition of genocide. Have students record both their own definition and the researched definition in their notebooks. They should also record the source of their definition.
3. Ask students if they know the causes of World War II. Allow students to share what they may already know on the KWL worksheet.
4. Collect worksheet for completion as last activity.
5. Distribute “Major of Events of World War II,” World Map, and Continent Map (Europe, Asia, Africa).
6. Ask students to work in pairs as they read the Major Events packet and locate and chart each event on each of the maps, plotting locations twice.

75. Ask students to continue working in pairs to discuss the remaining posters on “**Dehumanization,**” “**Organization,**” “**Polarization,**” “**Preparation,**” and “**Extermination**” as it relates to their knowledge of the genocide and contemporary life. Record words and phrases

pertinent to each stage of genocide in notebooks, entering new information as each new poster is studied.

68. Write: “**Denial**” on a board or chart.

Ask: What does it mean? Who does it? Why? Why is the state of simply being “aware” not enough? Relate it to genocide and the Holocaust. Use included resource information for discussions.

Review “Denial” poster.

Ask students to discuss **their** “responsibilities” as citizens of a global society.

79. Discuss in pairs the final, culminating poster on the stages of genocide. Answer each posed question in notebooks. Probing Questions: Which stages of genocide do you recognize in your life? Are these stages prevalent in contemporary genocide and atrocities? What symbols do we use today and what do they signify?

810. Share out in groups, allowing enough time for in depth discussion. This discussion will involve cultural norms, attitudes, stereotypes, religion, and social mores. 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.

911. Distribute KWL worksheet for students to complete and submit.

Assess

1. Label sites of major events of World War II, including the Holocaust, on the World and Continent maps.
2. Compare contemporary atrocities and genocide to the Holocaust. Discuss similarities and differences. Why do these horrific events still occur today?
3. Have students use a marker to outline “The March of Hitler” in Europe. Be sure to include locations of the major Holocaust concentration camps and create an appropriate symbol to mark them.

Extend/Reflect/Write

1. Use the T-Chart worksheet to list the Causes and Effects of The Holocaust. Use this worksheet to define and explain the nature of prejudice as a universal human phenomenon.
2. Using the World Map, chart and label Hitler’s “Conquest of Europe.” Determine the location of recorded major concentration camps, label them, and record the population.
3. Journal Entry:

Using the posters and the 8 Stages of Genocide, write about which stage or stages are most common in your daily life. What do **you** do to contribute to the acceptance of genocide? How

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can **you** change it? What are your individual responsibilities as a member of society? How can **you** make a difference?

Beginning of World War II in Europe

The **“Invasion of Poland,”** also known as the “September Campaign” or “1939 Defensive War,” marked the beginning of World War II in Europe. In September 1939, Poland was invaded by German forces from the north, south, and west. Two days later, France and Britain declared war on Nazi Germany. Sixteen days later, Poland was invaded by Soviet Union’s Red Army from the east.

While Polish forces waited for support from France and the United Kingdom (which was too little too late), Germany gained an undisputed advantage, eventually defeating Poland and forcing them into a formal surrender. Soviet forces controlled eastern Poland until the summer of 1941.

Japanese Imperialism

Japan was heavily dependent upon foreign trade and was hurt by the world depression. They felt there were unfair treaties imposed on them and wanted to establish themselves as an economic power. The more territory a nation had, the more powerful they were.

Japan embraced imperialism, gaining wealth and resources through occupation and exploitation. In seeking expansion of its territory, Japan had already captured land in China, wanting to gain control of their valuable resources. By gaining control in China, Korea, Southeast Asia, and the Pacific Ocean, Japan could force the production of raw materials needed for Japan’s industries.

The Japanese viewed Imperialism as an ideology that would enable them to protect their borders, secure strategic positions, and build an economic empire that would support and secure their commercial interests. On Dec. 7, 1941, shortly after declaring an embargo on Japan, the United States was attacked by Japan at Pearl Harbor.

Pearl Harbor

On the morning of Dec. 7, 1941, Japanese warplanes bombarded an American naval base in Pearl Harbor, Hawaii. The damage to the fleet was staggering. More than 2,000 soldiers and sailors were killed and nineteen warships were damaged or destroyed.

The following day, the United States of America declared war on Japan, and then on Germany, and then declared on Italy. The United States, who had publicly declared neutrality until that point, had now joined World War II.

The Normandy Invasion

In June, 1944, after four years of battling the Axis Powers, Allied Powers executed a well-planned effort involving months of secret preparations. Thousands of American, Canadian, and British troops landed on the beaches of Normandy, France.

The Allied forces began their attack by bombing railroads, bridges, airfields, and other vital locations. Although the Germans knew an attack was imminent, they did not know where the Allied forces would strike.

There were many obstacles to overcome and strategic planning was critical. The troops needed the light of a full moon and wanted to land on the shores of Normandy during high tide to avoid any water traps planted by the Germans. The weather was something no one could control and was almost the cause of the cancellation of D-Day. However, the operation commenced on June 6, 1944, and 6,000 ships carrying troops, weapons, tanks, and equipment were on the beaches of Utah and Omaha. By the end of the day over 150,000 troops had landed. Fighting was fierce and many Allied soldiers lost their lives, but the operation was successful. This renowned day in history became known as "D-Day," as the Allies began a march from the west that would ultimately end in the defeat of Germany.

CAUSE & EFFECT WORKSHEET

Name: _____ Date: _____ Topic: _____

Cause

Effect

--	--

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](#)



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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](#)



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Designed By: **HOLOCAUST & GENOCIDE COMMISSION**

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](#)



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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](#)



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

P O L A R I Z A T I O N

**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](#)



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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](#)



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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Areas of Genocide



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THE EIGHT STAGES OF GENOCIDE POSTER SERIES
IMAGE CITATIONS

PRECAP POSTER

Background Images:

5079334-skulls-at-the-genocide-museum-in-the-killing-fields-in-cambodia, Purchased from www.123rf.com

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Photograph #08184 Archives United States Holocaust Museum

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POSTER 1 CLASSIFICATION

Background Images:

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POSTER 2 SYMBOLIZATION

Background Images:

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POSTER 3 DEHUMANIZATION

Background Images:

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Photograph #07078 Archives United States Holocaust Museum

Foreground Image:

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

POSTER 4 ORGANIZATION

Background Images:

64438NaziSalute Archives United States Holocaust Museum
77533HitlerMarching Archives United States Holocaust Museum
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img043 Photograph purchased from The Veterans' Museum
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Photograph #07078 Archives United States Holocaust Museum

Foreground Image:

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POSTER 5 POLARIZATION

Background Images:

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POSTER 6 PREPARATION

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