SARA CORNING CENTRE
FOR GENOCIDE EDUCATION

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12 Ways to Deny Genocide: Lesson One

Title of the Lesson

12 Ways to Deny Genocide – Focus: The Act of Denial

Background Information

Acts of genocide denial by individuals and groups have played significant roles both during and after the genocides of the 20th and 21st centuries. This lesson focuses on 12 ways various parties have denied and continue to deny genocides.

Learning Expectations

By the end of this lesson students will be able to

a) define genocide denial
b) explain the ways perpetrators deny genocide
c) understand the consequences of genocide denial for victims, perpetrators, and upstanders
d) explain how denial can be considered part of the crime of genocide

Materials/Resources

Background reading and references for teachers

1) File: 10 Stages of Genocide by Dr. Gregory Stanton

2) Web Link: The Cost of Denial by Dr. Gregory Stanton

http://www.genocidewatch.org/aboutus/thecostofdenial.html

3) Web Link: The 12 Ways to Deny a Genocide

http://www.genocidewatch.org/genocide/12waystodenygenocide.html

Assessment Strategies

Observation
Presentation
Oral Question & Answer
Demonstration/ Exhibition
Response Journal

Delivery of Lesson

1) DENIAL – Write key term on the board. Watch the YouTube clip prepared by the Armenian Genocide Museum of America. https://www.youtube.com/watch?v=f7FEx04lNmo
2) Distribute the T-Chart Handout to students and ask them to complete the "What I Know" section.
3) Ask students to share what they wrote on the T-Chart. You can give them prompts to encourage responses by asking what they think the definition of denial is. You can also have students give examples of denial that they know about on a personal, community, and global level. Record responses as a word cloud.

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4) Distribute the first reading, "Genocide Denial Definition." Read the paragraph as a class and allow students to discuss responses to the discussion questions in groups (omit question 4) . Have them share their opinions with the class at large.

5) Ask students to complete question 4 and the corresponding reflection handout (page two of the reading).

6) Offer students the opportunity to share their reflections with the class.

7) Distribute the second reading, "Stages of Genocide and Denial."

8) Divide the class into four expert groups, and have each examine one discussion question and record their discussion on chart paper. Allow each group to present their findings.

9) Distribute the handout "The 12 Ways to Deny Genocide." Read and discuss each example.
Culminating Assessment Idea: Ask students to choose a genocide, such as the Armenian, Pontian Greek, Assyrian, Jewish, Rwandan, and so on, and describe the various ways perpetrators and present-day deniers deny the genocide.

10) You might use the following questions as starting points for discussions while reviewing the "12 Ways to Deny Genocide" handout.
a) What can you do to help prevent denial from occurring?
b) Are there actions that can be taken to prevent perpetrators from denying genocide? Students can refer to any of the 12 ways and suggest solutions.

11) Ask students to complete the second half of the T-Chart and submit.

12) Distribute the "Reflection Exit Sheet" and ask students to complete a reflection that connects what they have learned with the world. Students must complete this sheet prior to exiting the class.
*Option – Start the lesson on the following day with students (or teacher/anonymously) presenting their personal stories of denial to the class from the exit sheets.

This lesson was developed by Maral Deveci, OCT, and Raffi Sarkissian, OCT.