

LESSON 9

INTRODUCTION TO CHAPTER 7

CRIMES AGAINST HUMANITY

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are crimes against humanity?

In this lesson, students will explore the concept of crimes against humanity by debating the use of atomic weapons. They will also consider how the International Criminal Court defines genocide and war crimes.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Create an overhead transparency or presentation slide of Figure 7-1 (p. 158, *Exploring Nationalism*), “Voices” and Figure 7-3 (p. 161), and Figure 7-4 (p. 162).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 158–162

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

http://archives.cbc.ca/war_conflict/second_world_war/topics/1794

A CBC Archives story titled “Shadows of Hiroshima” examines the atom bomb, its impact on Hiroshima, and its legacy. The page includes links to radio and TV clips.

www.cbc.ca/news/background/hiroshima

This CBC News in Depth article from August 4, 2005, explores the 60th anniversary of dropping the atom bomb on Hiroshima.

www.pbs.org/wgbh/aso/databank/entries/baoppe.html

www.pbs.org/wgbh/amex/bomb/peopleevents/pandeAMEX65.html

Two brief PBS biographies of J. Robert Oppenheimer explore his accomplishments and the dilemma faced by scientists when the interests of the nation and their own conscience conflict.

www.icc-cpi.int/home.html&l=en

The web site of the International Criminal Court.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing an extension activity

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 7-1 (p. 158, *Exploring Nationalism*). Keep the caption covered at this point. Give the students time to examine the photographs, then ask them what they see. Ask them what they think happened here and make sure they perceive, for example, that the main building in both the large photos is in fact the same structure. Then uncover and read aloud the caption. You may wish to guide the class through a further discussion by asking questions like these:
 - What do you feel when you look at these photographs?
 - What do you think it might have been like for Japanese citizens living in the area in the days, months, and years after the bombing?
 - Why do you think the Japanese chose not to rebuild the remains of the building that is now the Hiroshima Peace Memorial?
2. With students, read aloud the introductory paragraphs on page 159 of *Exploring Nationalism*. Then ask students to select a partner — or assign partners — and instruct the pairs to work together to respond to the questions about the photographs in Figure 7.1. When they finish, ask the pairs to join at least one other pair to discuss their responses.
3. Divide the class in half and conduct a brief tag debate (see p. XX) on the following statement: A nation-state that uses nuclear weapons should be charged with committing crimes against humanity. This may be a sensitive topic, so remind students to use appropriate language and remain respectful of the feelings of others.
4. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Step 2, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will explore in this chapter.

Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
5. Begin an exploration of crimes against humanity by asking students to work with their partner to read page 160 of *Exploring Nationalism*. As they read, place the following question on the chalkboard:

How might each of the following people define “crimes against humanity?”

 - Hong Guiying, a survivor of the Nanjing massacre
 - Hiroshi Sawachika, a doctor from Hiroshima
 - J. Robert Oppenheimer, director of the American project that developed the atom bomb
 - The woman in Figure 7-2 (p. 160, *Exploring Nationalism*)

When the pairs finish reading, ask volunteers to respond to the question.
6. Ask the pairs to read page 161 of *Exploring Nationalism* and to compare the definitions they recorded in Step 4 with the definitions created by the International Criminal Court. How are they similar? How are they different? Are the similarities and differences major? What can students infer from the differences?

More to the Story

In May 2008, the Toronto District School Board removed Barbara Coloroso's *Extraordinary Evil: A Brief History of Genocide* from the list of resources for a Grade 11 course on crimes against humanity and genocide. Some Turkish Canadians had objected to her inclusion of the Armenian genocide.

7. Display an overhead transparency or presentation slide of “Voices” (p. 161, *Exploring Nationalism*) and read and discuss Barbara Coloroso’s words with the class. Then display an overhead transparency or presentation slide of the genocide and mass murder statistics in Figure 7-3 (p. 161). Ask students why they think the thousands of Japanese killed by the atomic bomb were not included. Some students may say that the bombing was a legitimate strategy in an official war, so it was not counted. Others may suggest the bombing was necessary to end the war and was not an intentional or willful act of genocide. Still others may point out that it does fit the ICC definitions. Since this subject may arouse strong emotions, be sure that students remain respectful and use sensitive language.
8. Conclude this part of the lesson by asking the pairs to respond to the activity icon on page 161 of *Exploring Nationalism*. Ask volunteers to read their statements and guide the class through a brief discussion of some of these.
9. Display an overhead transparency or presentation slide of Figure 7-4 (p. 162, *Exploring Nationalism*). With students, read the caption and discuss their responses to the photograph. Ask them to consider how ultranationalism might lead to crimes against humanity such as the Holocaust.
After exploring initial responses, ask students to read page 162 and to complete the activity icon on that page. You may choose to ask a few volunteers to draw their diagram on the chalkboard and discuss it with the class.
10. Draw students’ attention to “Reflect and Respond” (p. 162, *Exploring Nationalism*) and ask students to rejoin the small groups from Step 2 to discuss their responses and revise the answers they gave then.
11. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether this lesson contained new ideas they would like to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). You may also wish to give them a few minutes to update the notes they are keeping in preparation for the challenge or to consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall. You may also wish to ask them to create a visual representation of one or more of the new key terms for this chapter.
2. Instead of preparing a written response to “Reflect and Respond” on page 162 of *Exploring Nationalism*, some students may prefer to make a drawing or create a poster about banning nuclear weapons or promoting peace.

3. Encourage interested students to conduct further research on one of the 20th-century genocides or mass murders mentioned in Figure 7-3 (p. 161, *Exploring Nationalism*). They could make a brief presentation of their findings to the class or post a display on the bulletin board.
4. Some students may want to know more about the International Criminal Court or J. Robert Oppenheimer and the Manhattan Project. The web sites listed in “Additional Resources” provide places to start.

LESSON 10

ULTRANATIONALISM AND CRIMES AGAINST HUMANITY

IMPACT: SHOAH — THE HOLOCAUST

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: How has ultranationalism caused crimes against humanity?

This lesson explores some of the ways that ultranationalism can result in crimes against humanity. In particular, students will examine the Armenian genocide of 1915–1916, the Ukrainian famine of 1932–1933, and the bombing of Hiroshima and Nagasaki in 1945. “Impact” explores the Holocaust, while “The View from Here” presents three views on dropping the atom bomb.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.1, Ultranationalism and Crimes against Humanity
- Reproducible 2.7.2, Arguments for and against Dropping the Atomic Bombs

Prepare an overhead transparency or presentation slide of Figure 7-9 (p. 166, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

Gather four sheets of chart paper and four markers in different colours.

RESOURCES

Exploring Nationalism, pages 163–169

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.armeniapedia.org/index.php?title=Armenian_Genocide_Contemporary_Articles

This page of the Armenia Encyclopedia web site provides links to newspaper accounts written at the time of the genocide.

www.faminegenocide.com

This web site, created and maintained by the Ukrainian Canadian Congress, provides an overview of the famine and artwork depicting the tragedy. The UCC also offers a writing competition for students.

news.bbc.co.uk/2/hi/europe/7111296.stm

This BBC News article by Laura Sheeter contains powerful images and quotations from people who survived the horrors of the Ukrainian famine. The page also contains links to other articles commemorating the 75th anniversary of the tragedy.

www.eliewiesel.org/homepage.aspx

The Elie Wiesel Foundation for Humanity was established soon after Wiesel was awarded the 1986 Nobel Prize for Peace. The foundation's mission is "to combat indifference, intolerance, and injustice through international dialogue and youth-focused programs that promote acceptance, understanding, and equality."

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on the previous lesson's introduction to ideas about crimes against humanity.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following statement on the chalkboard: Peer pressure involves the desire to feel a sense of belonging by going along with group actions.

When students have settled, ask them to record the statement in their notebooks. Then ask them to jot notes on a few situations in which they may have been influenced by peer pressure. Point out that they can record situations where peer pressure influenced them in a positive or negative way. When they finish, ask them to consider their notes and then to respond to the following question: To what extent do you think peer pressure is a factor in motivating ordinary people to commit crimes against humanity, genocide, or war crimes? Ask volunteers to share their responses and explain their judgments. Guide the class through a brief discussion.

More to the Story

Some Armenian nationalists turned to Russia in part because they are both Slavic peoples — a linguistic and ethnic branch of Indo-European peoples that forms the most populous group in Europe. Slavs' original homeland is generally thought to be in Eastern Europe, but since the early 6th century, they have inhabited most of eastern Central Europe, Eastern Europe, and the Balkan states. Slavic settlers mixed with existing local populations and later invaders. As a result, modern Slavic peoples are genetically and culturally diverse — but they are connected by often closely related Slavic languages, by a sense of common identity and history, and by being predominantly Christian.

2. Divide the class into home groups of four for a jigsaw activity (see p. XX) and distribute Reproducible 2.7.1, *Ultrationalism and Crimes against Humanity*. Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in the Armenian genocide (pp. 163–164, *Exploring Nationalism*), members of Group 2 will become experts in the famine in Ukraine (p. 165), members of Group 3 will become experts in the Holocaust (pp. 166–167), and members of Group 4 will become experts on the bombing of Hiroshima and Nagasaki (pp. 168–169).

Instruct members of each expert group to read their assigned section, to discuss the information they find, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind them to check the visuals and margin features for additional information.

When they finish, tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students' charts should be filled in completely.

Ask students to compare the four events and the role that ultranationalism played in each. Then ask students to rank each set of events on a scale of 1 to 5 (1 = no link to ultranationalism; 5 = strong link to ultranationalism). Ask volunteers to explain the reasons for their rankings — and why.

3. Prepare a graffiti activity (see p. XX). At the top of each of the four sheets of chart paper you have collected, record a question like the following:

- Is a nation that refuses to acknowledge guilt for crimes against humanity doomed to repeat such crimes?
- Will contemporary communication systems make genocide impossible in the future?
- Should U.S. President Harry S. Truman have been accused of war crimes for dropping two atomic bombs on Japan?
- Why is it important to many survivors of genocide that their stories be recorded and memorials erected to commemorate the events?

Post the sheets in four different areas of the classroom and divide the class into four heterogeneous groups. Give each group a different-coloured marker and assign one question to each group. Instruct group members to gather in the area where their question is posted and to brainstorm responses. Give each group three or four minutes to record their responses on the sheet of chart paper at their assigned station.

Instruct the groups to rotate clockwise to the next station, taking their coloured marker with them. Tell them to read the question and the responses that have already been posted, then to record alternative responses or comments. As the groups progress through the stations, it may become difficult to think of alternatives. When this happens, instruct the groups to record follow-up questions or comments on the responses that have already been recorded and to write their names beside these questions and comments.

4. When the groups have rotated through all four stations, guide the class through a discussion of the responses posted on the sheets. Be sure that students use sensitive language and remain respectful of the ideas and feelings of others. When the discussion is finished, you may wish to post the sheets of chart paper as a reference for students as they progress through the rest of the chapter and related issue.

More to the Story

Yad Vashem, in Jerusalem, is a memorial to the six million Jews killed during the Holocaust. It contains the world's largest repository of information on the Holocaust and is a leader in education, commemoration, research, and documentation of the Holocaust. It also maintains an online database of the names of victims, a photo archive, and teaching materials.

5. Display an overhead transparency of Figure 7-9 (p. 166, *Exploring Nationalism*). Read aloud the caption or ask a volunteer to do so. Give the students time to consider the photograph and information. Then guide a brief discussion by asking questions such as the following:
 - How might it have affected Josef Pitel to be the sole survivor in his family?
 - Why is it important that this photograph exists?
 - What might have happened to other victims' stories and memories if there were no photographs or written accounts of their tragedy?
6. Ask students to read — or reread — “Impact: Shoah — The Holocaust” (pp. 166–167, *Exploring Nationalism*). Then ask them to respond to “Explorations.” These questions may result in emotional responses, so remind students to remain sensitive to the feelings of others.

In response to the first question, some students may say that Canada's response negatively affects their view of Canada as a caring nation. Others may say their view of Canada is not affected. Canada simply responded as other nations did, on the basis of concerns and prejudices that existed at the time.

In response to Question 2, students should provide reasons for their response.

In response to the third question, some students may say that these types of crimes could happen in Canada because, under certain conditions, people can be persuaded to do horrible things. Other students may say that it could not happen in Canada because of the country's past as a country based in peace, order, and good government and its policies as a multicultural and pluralistic society based in respect for the rule of law and diversity.

7. Direct students' attention to “Reflect and Respond” (p. 168, *Exploring Nationalism*) and divide the class into small groups to respond. When they finish, ask each group's spokesperson to read the group's statement to the class and respond to questions.
8. Ask students to turn to “The View from Here” (p. 169, *Exploring Nationalism*) and ask volunteers to read the quotations aloud. Instruct students to select a partner — or assign partners — and distribute Reproducible 2.7.2, Arguments for and against Dropping the Atomic Bombs, to help the pairs work together to respond to “Explorations.” When students finish filling in their T-charts, ask them to compare their charts with those of another pair.

If you choose to guide the class through a discussion of this issue, you may wish to ask questions like the following:

- Germany was also working on the atom bomb. If they had succeeded and used it, what would other nations have said? Would it be considered a crime against humanity?
- How do the actions of the United States differ from Germany's? Does it matter what force is applied and how it is used to determine crimes against humanity?
- What about Germany's mass bombing of London and other British cities? Are these crimes against humanity?
- What about the firebombing of Tokyo and the bombing of Dresden? Does it matter what force is applied and to what purpose when discussing ultranationalism?
- How might these discussions unfold if biological and chemical warfare is used in the future?

DIFFERENTIATING INSTRUCTION

1. Ensure that pairs and small groups are well balanced to help each other complete the activities. Struggling readers can be asked to make a valuable contribution to the jigsaw activity by analyzing the photos and other margin features in their assigned pages.
2. Direct interested students to newspaper accounts written at the time of the Armenian genocide (see “Additional Resources”) and ask them to write and produce their own two-page historical spread.
3. Reproducible 2.7.1, *Ultrationalism and Crimes against Humanity*, could be used as the basis for a display to post in the classroom. Students could add illustrations or photographs to flesh out the concepts that they are developing.

LESSON 11**CONTEMPORARY CONSEQUENCES OF ULTRANATIONALISM****FOCUS ON SKILLS: ANALYZING CAUSE-AND-EFFECT RELATIONSHIPS**

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are some contemporary consequences of ultranationalism?

Students will explore some of the contemporary consequences of ultranationalism, including the creation of the International Criminal Court and crimes against humanity in the former Yugoslavia and Rwanda. The skill focus provides steps to follow in analyzing cause-and-effect relationships.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.3, Contemporary Examples of Crimes against Humanity
- Reproducible 2.7.4, Cause-and-Effect Organizer

Make an overhead transparency or presentation slide of Figure 7-12 (p. 170, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 170–175

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.hrw.org/doc/?t=justice

Human Rights Watch operates the International Justice Program to “promote justice and accountability for genocide, war crimes, and crimes against humanity in countries where national courts are unable or unwilling to do so.” Its web site offers readable summaries of current human rights abuses. Because of the horrific nature of these crimes, some of the information may be disturbing for students.

www.icc-cpi.int/home.html&l=en

The International Criminal Court’s web site provides information on current court cases, but the reading level may be a challenge for some students.

www.historyplace.com/worldhistory/genocide/index.html

This page on the History Place site provides an overview and links to stories of genocide in the 20th century, including the former Yugoslavia, Rwanda, Cambodia, the Holocaust, Nanjing, Ukraine, and Armenia. Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Random House of Canada, 2004

Shake Hands with the Devil: The Journey of Roméo Dallaire. White Pine Pictures, 2004
Dallaire's heartwrenching account of the events in Rwanda in 1994 and an award-winning film that shows his return visit 10 years later.

Courtemanche, Gil. *A Sunday at the Pool in Kigali*. Vintage Canada, 2004 (first published in Québec in 2000)

A Sunday in Kigali. Equinoxe Films, 2006

Hotel Rwanda. United Artists, 2005

A novel and two films based on the true story of a hotel manager who sheltered more than a thousand Tutsis in Rwanda in 1994.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. To provide a focus for the lesson, write the following question on the chalkboard: Why was the International Criminal Court created?
Ask students to select a partner — or assign partners — and ask the pairs to work together to read page 170 of *Exploring Nationalism*. Tell students to keep the focus question in mind as they read and respond to the activity icon at the bottom of the page. Then ask volunteers to respond to the focus question. Students may suggest that the ICC was created because the UN was taking too long to respond to crimes against humanity; the UN could not satisfy all its member countries; and the UN has been unable to deal effectively with contemporary cases of genocide, crimes against humanity, and war crimes.
2. Display an overhead transparency or presentation slide of Figure 7-12 (p. 170, *Exploring Nationalism*) and ask volunteers to read the arguments they developed in response to the activity icon. Guide the class through a discussion of these, then ask students which arguments might persuade a country that does not support the ICC to change its mind.
3. To refresh students' memory and prepare for the next section on crimes against humanity, write the following question on the chalkboard or a sheet of chart paper: What lessons did the world learn from the Holocaust? Ask students to respond and record the points they make. Students might suggest that
 - people can be evil
 - ultranationalism can lead to crimes against humanity
 - the world community needs to respond quickly to genocide and other crimes against humanity
 - people must never forget tragedies like these — or they may be repeated

4. Divide the class into small groups and distribute Reproducible 2.7.3, Contemporary Examples of Crimes against Humanity. Instruct students to read the sections titled “Crimes against Humanity in the Former Yugoslavia” (pp. 171–172, *Exploring Nationalism*) and “Crimes against Humanity in Rwanda” (p. 173) and to work in their groups to complete the reproducible. When the groups finish, ask a volunteer from each group to discuss one element of the chart with the class. You may want to ask the class to compare their responses to the final row of the chart, which asks what role ultranationalism played in the crimes.
5. Instruct students to read “Making a Difference: Louise Arbour — Speaking Out for Human Rights” and to respond to “Explorations” (p. 172, *Exploring Nationalism*). Students’ answers will vary, but in response to Question 1, they may suggest that Louise Arbour believes that international law is an important new tool in fighting crimes against humanity because it focuses the world’s attention on human rights violations. In response to Question 2, they may suggest that a suitable motto for Arbour would be “The world is watching” or “Justice for all.”
6. Ask students to turn to “Focus on Skills: Analyzing Cause-and-Effect Relationships” (pp. 174–175, *Exploring Nationalism*). With students, read the introduction aloud, then briefly review the four steps. Point out that they will be completing some of the steps individually and some as a group.
7. Divide the class into small groups and distribute Reproducible 2.7.4, Cause-and-Effect Organizer. Ask each group to select a recorder, a summary writer, and a speaker. Instruct the groups to read pages 174 and 175 of *Exploring Nationalism* and to work through the steps. As the groups and individuals work, circulate to provide help as required. When all groups have finished, ask each group’s speaker to present the group’s position to the class. Then ask students which arguments they found most convincing — and why.
8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement. Did this lesson present new ideas they may want to consider as they prepare for this challenge? If so, what were they? You may also wish to give students time to update the notes they are keeping or to consult with other students or with you.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit if you join their small group for Step 4 and the skill focus. If you choose to do this, make sure that all the other groups contain a strong student who can act as the group’s leader.
2. Rather than preparing written arguments and position statements, some students may prefer to make drawings, assemble a collage, or present a short skit that presents their point of view.
3. Encourage some students to conduct further research on the situation in Rwanda in 1994, and perhaps since that time. They could report to the class on the isolated examples of heroism depicted in books, movies, and documentaries about the events and their aftermath (see “Additional Resources”).

LESSON 12

ACTING FOR GOOD

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are some contemporary consequences of ultranationalism? (continued)

Students will continue to explore crimes against humanity by looking at three examples of people who have acted for good and debating whether crimes against humanity are a thing of the past or could happen again. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.5, Acting for Good in the Face of Evil
- Reproducible 2.7.4, Cause-and-Effect Organizer (2 copies for each student — optional)

Prepare three signs on card or construction paper. Each sign should include one of the following statements: Crimes against humanity are a thing of the past; Crimes against humanity could happen again; Undecided. Post the signs in three areas of the classroom so they form a continuum or a U shape.

Book time in a computer lab with an Internet connection (optional).

RESOURCES

Exploring Nationalism, pages 176–179

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

<http://fcit.usf.edu/holocaust/People/Rescuer.htm>

This site provides an overview and links to the stories of more than 40 individuals who helped Jews escape during World War II — a good resource for students who want to conduct additional research into people who chose to help others even though this put their own lives at risk.

www1.yadvashem.org/righteous_new/index.html

Yad Vashem's web page about its Righteous among the Nations program provides an overview and links to featured stories.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the lesson. These may include

- completing the reproducibles
- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask students to tell the class about a situation where they helped someone in need. Then ask them why they were helpful in these situations. Their responses might include the following:

- They liked the person, or the person was a friend.
- They had time, or some other resources.
- They felt sorry for the person.

Finally, ask them how they felt after each situation in which they were helpful.

2. Ask volunteers to tell the class about a couple of situations where they did not help someone who asked them for help — for example, someone asking for money on the street, a parent asking for help around the house, or a friend or sibling asking for help with a problem. Again, ask why they did not help in each situation. Their responses might include:

- It wasn't their problem.
- They didn't know what to do.
- They didn't really care about the person asking for help.

Ask them how they felt in each of these situations. Then ask them to compare these feelings with the way they felt when they did help someone else.

More to the Story

In 1963, Yad Vashem embarked on a worldwide project to grant the title Righteous Among the Nations to the people who helped Jews during the Holocaust. The program is based on the principle that each individual is responsible for his or her deeds. Within the nations of people who perpetrated or collaborated with atrocities against Jews, or who simply stood by, a few helped those who were persecuted.

The concept and title Righteous has become a singular term of honor. People from 44 countries have been granted the title: men and women from all walks of life, of all ages, of all religious faiths or of none — some are agnostic — educated and illiterate, rich and poor. The only common denominator is their humanity and the courage it took to act on their moral principles, often at great risk to themselves.

3. Ask students to select a partner — or assign partners — and distribute Reproducible 2.7.5, *Acting for Good in the Face of Evil*. Ask students to read the section titled “Acting for Good in the Face of Evil” (pp. 176–177, *Exploring Nationalism*) and to work with their partner to complete the reproducible. They may wish to add an example of their own choosing in the last row.

When students finish, ask them to compare their charts with those of at least one other pair and to consider the similarities or dissimilarities in the reasons for helping.

To conclude this activity, ask volunteers who they added in the last row — and why.

4. Direct students’ attention to “Taking Turns” (p. 177, *Exploring Nationalism*). Instruct students to read the feature and respond to the questions in “Your Turn.”
5. Organize an activity similar to a continuum debate (see p. XX). Point out the signs you have posted and instruct students to stand under the sign that best represents their position. Students who are leaning toward a position but are not yet ready to commit may stand halfway between the Undecided and one of the other signs.

Invite volunteers to justify their choice of position. As students make their case, other students should move to a new location if the argument has changed their mind. When students move to a new location, ask them to identify the argument that swayed them.

Note: This subject may provoke strong responses, so be sure that students remain on track and remain respectful and sensitive to the thoughts and feelings of others.

6. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 178–179, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
7. Draw students’ attention to “Think about Your Challenge” (p. 179, *Exploring Nationalism*). Remind students of the challenge they are completing for this related issue. You may choose to book time in the computer lab for students to complete their research on the nationalist movement that they have selected. Alternatively, divide the class into small groups and instruct students to work together to begin organizing their material into the format they have chosen for their investigative report and to provide feedback during this process. Circulate to make sure that all students are proceeding at an acceptable pace and note students who are not making progress or appear to be having difficulty. Provide help where required.

DIFFERENTIATING INSTRUCTION

1. In Step 2, make sure you ask for volunteers. Some students may not wish to share situations where they failed to help.
2. Students who enjoy artwork could create sketches or other visual forms in the rows of Reproducible 2.7.5, *Acting for Good in the Face of Evil*.
3. Some students may have seen *Schindler’s List* and want to know more about people who helped Jews during the Holocaust. The sites in “Additional Resources” are a good place to start.

4. In response to Question 6 in the end-of-chapter activities, students could create another cartoon whose message is either parallel or opposite to the one on page 179 of *Exploring Nationalism*. These students should be prepared to explain why they chose to create their cartoon in this manner. Did they think it would be more effective? How would it be more effective? And why?

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 178–179, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students’ responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. Students’ answers will vary, but the groups may make some of the following points:
 - To determine when an act of ultranationalism has led to crimes against humanity, the ICC definitions should be applied.
 - Before intervening, the UN should notify the government, group, or country in question that it is in contravention of international law and that these acts must stop within a specific time period.
 - Before sending in troops, the UN must be sure a crime against humanity is being committed, that the government is not taking reasonable steps to resolve the situation, that mediation or arbitration has been rejected or failed, and that no other viable option remains.
 - UN troops can use force if — and only if — crimes against humanity are occurring.
 - All member countries will supply troops in rotation.
 - Before the UN will agree to relinquish control and withdraw the troops, the UN must be certain that the crimes against humanity have ceased, that steps are being taken to provide people with the means to resume their lives, and that outside observers will be able to remain in the area to monitor the situation for an agreed period.
2. To help students complete this activity, distribute two copies of Reproducible 2.7.4, Cause-and-Effect Organizer, to each student. They can use these organizers to compare the two examples of genocide or crimes against humanity they have chosen.
3. Some students may argue that the Canadian government should hand the woman over to the ICC for prosecution because Canada supports the ICC and international law cannot function effectively unless all nations comply with it. Other students may argue that Canada’s first duty is to its own citizens and the government should therefore reject the ICC request and try the woman in her own country.

4. Students' answers will vary, but they may raise points like the following:
 - a) Labelling actions "ultranationalistic" can carry powerful negative connotations because ultranationalist ideas and philosophies have given rise to crimes against humanity and genocide. Labelling another country's actions "ultranationalistic" can generate negative propaganda because it creates fear, suspicion, and an impression of guilt by association.
 - b) The Iraqi government could place a positive spin on this action by arguing that it was acting in the national interest of Iraqis. The government could argue that they should use the profits from the country's natural resources to improve the lives of all citizens.

The American government could place a negative spin on these same actions by labelling them "ultranationalist." This would imply that the Iraq government may have narrow, perhaps even sinister, motives and was acting against the world's interests.
 - c) If the word "ultranationalism" were used only for actions that posed a potential threat to human rights or others' national interests, then it might be useful. But it is often used to create negative propaganda against a particular worldview, set of interests, or nation-state. As a result, people should always look for evidence and seek other perspectives and points of view — especially from the nations or people in question — before using or accepting the use of the term.
5. If you choose to ask students to prepare a response to the chapter question — To what extent can the pursuit of ultranationalism lead to crimes against humanity? — be sure they provide clear explanations and criteria, include both historical and contemporary examples, and state a strong and well-supported position.
6. Student's answers may include the following points:
 - a) The cartoon's message is that nationalism can be as bad for your health as addiction to alcohol.
 - b) Students may suggest that the artist chose simple images to get people's attention. The cartoon's message is serious, but by making it direct, entertaining, and a bit surprising, maybe more people will consider what the artist is saying.