



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

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Title: 100 Years Later: The Armenian Genocide and Denial

Grade-level: 10

Subject Area: Western Civilization

Topic: Armenian Genocide

Standards: Iowa Core Standards for Social Studies in Grade 9-10:

SS.9-12.H.8

Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Common Core Standards for Literacy in Social Studies 9-12:

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Compelling Question: “What is the Armenian Genocide and why is it important to study today?”

Learning Objectives: “I will understand the Armenian Genocide and its far-reaching effects on the world.”

Materials:

- 1:1 Option: Devices to view websites online
- Classrooms: Computer Lab or mobile cart of computers in order for students to access the websites
- Headphones: Students should bring ear buds or head phones to class in order to listen to the “voices” as well as the PBS News Hour video.
- Assignment Handout: Can either be done through Google Classroom/electronically on a common drive or printed in hard copy format (See the end of the document for this attachment)

Procedure: One or two 45-55 minute classes, or a block period depending on the level of the students.

- I. Review Prior Learning (3-5 minutes): This lesson is meant to follow discussion of World War I. Students should have a basic understanding of concepts like Nationalism, Self-Determination, etc. going into this lesson.
 - a. What is Nationalism? What are some different forms that Nationalism can take?
 - b. What is Self-Determination? What are some examples we have seen in this class of Self-Determination?
 - c. What are some positive and negative effects of Nationalism and Self-Determination that we have seen so far in this class?
- II. Anticipatory Set (7 minutes): As a large group, students listen to the NPR Story from April 19, 2015 on System of a Down’s “upcoming” (now past) concert in Armenia (there is a transcript available for hearing impaired students):

<http://www.npr.org/2015/04/19/400395629/system-of-a-down-armenias-favorite-sons-on-facing-history>

**Teacher may want to know that there is one point in the interview where a swear word is bleeped out, in case that may be offensive to some students or groups.

Students then discuss these questions as a large group.

- a. What was the lead singer discussing with the interviewer in this story?
- b. Why was this concert so important to the band?
- c. Why do Armenians still care deeply about the atrocities 100 years after they occurred?

III. Main Activity (30-40 minutes): Students independently navigate the website activity

- a. Students visit four different websites to discover
 - i. The definition and history of the word genocide
 - ii. The history of the Armenian Genocide itself
 - iii. Stories from three different people who experienced the genocide as a child
 - iv. Why Turkey doesn't use the word 'genocide' for Armenia
 - v. Why the US does not recognize the Genocide
- b. Teacher walks from person to person and prods students to stay on task, answers questions, and asks questions to get students to the point of analysis and discovery.
 - i. Teacher may wish to trouble shoot the twentyvoices.com website ahead of time. It is usually best to check each province to learn about the stories of the "twenty voices" prior to having the students use the website. This way you can help students click on the right portions to learn about their three "voices" once they are in the "provinces" section of the website.
 - ii. The PBS News Hour "Why Turkey doesn't use the word 'genocide' for Armenia" has a transcript for hearing impaired students. (<http://www.pbs.org/newshour/bb/turkey-doesnt-use-word-genocide-armenia/#transcript>)

IV. Extension: If students get done early, they could...

- a. Click on the three additional web links at the bottom of their activity
- b. Look at more than their main three provinces on the website twentyvoices.com
- c. Look at the Ellis Island portion of the website twentyvoices.com

V. Closing/Wrap Up (5-7 Minutes): Students can either quick write (utilize an exit slip strategy, for example), or participate verbally, depending upon the teacher preference.

- a. What did you learn from listening to the three "voices" today?
- b. How did Nationalism play a role in the horrific events that happened?
- c. Do you believe the Turkish Government and or the United States will recognize the Armenian Genocide in your lifetime?

VI. Optional differentiation/extension for Gifted Learners:

- a. Student drives his or her own discovery of the Namibian Genocide of 1904-1907

Assessment: Students could answer the following essay questions as either formative or summative assessments.

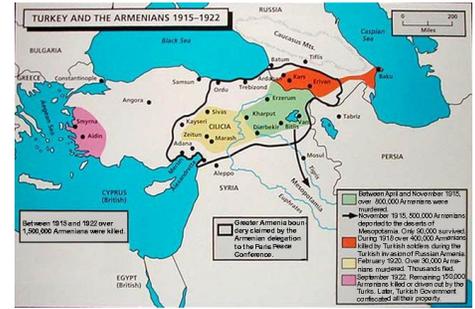
"Analyze the impact and importance of the Armenian Genocide in 1915 through today."

"How was the Armenian Genocide a result of extreme Nationalism?"

"Why is the Armenian Genocide and its recognition important in the modern era?"

The Armenian Genocide: “Metz Eghern”

- A. System of a Down is a popular “metal band.” Listen to this NPR story for an intro into our topic for today. <http://tinyurl.com/NPRSystemDown>
- What was the lead singer discussing with the interviewer?
 - Why was this concert so important to the band?



- B. We need to define the word “genocide” to determine how we know when it has occurred. Go to this website, <http://endgenocide.org/learn/what-is-genocide/> read the page and watch the one minute video (if the link in the site doesn’t work, try this one: <https://www.youtube.com/watch?v=moByGLA7FDc>)
- What does the word “genocide” mean?
 - Why did we need a new word for what happened in the holocaust and in Armenia?
 - What was “Resolution 1674” – and why is it important to today?

April, 2015 marked 100 years since the beginning of the genocide.

Go to the following website and follow the instructions to answer the next questions.

<http://www.twentyvoices.com/home.html>

- C. Click on “The Events.” Watch the 8 minute video clip, and answer these questions.
- What was happening to Armenian citizens *BEFORE* World War I?
 - What was “Turkification?” What happened to Armenians and Greeks?
 - What did the “Declaration of the Holy War (Jihad)” say in 1914?
 - In 1915 what started to happen?
 - What was the “Special Organization?”
 - How many Armenian people perished in 18 months?
 - Who are you going to be listening to – who are the “20 Voices?”

D. Click on “The Survivors” (2nd tab at the bottom). Choose three provinces. You will be listening to the stories of three of the 20 people interviewed. When you have finished with one province, click on the “Map” tab at the top to see another province.

a. _____ Province; Voice of _____
What were his or her quotes about? (If you miss it, click on the “sound” tab to hear it again)

Summarize his or her experiences during 1914 – 1923.

Where is this person today/how did he or she survive?

b. _____ Province; Voice of _____
What were his or her quotes about? (If you miss it, click on the “sound” tab to hear it again)

Summarize his or her experiences during 1914 – 1923.

Where is this person today/how did he or she survive?

c. _____ Province; Voice of _____
What were his or her quote about? (If you miss it, click on the “sound” tab to hear it again)

Summarize his or her experiences during 1914 – 1923.

Where is this person today/how did he or she survive?

- E. The Armenian Genocide is still a very controversial topic, even 100 years later. The following link is to a PBS News Hour interview with scholars called “Why Turkey doesn’t use the word ‘genocide’ for Armenia.” Watch the video and answer the questions as you watch.

<http://www.pbs.org/newshour/bb/turkey-doesnt-use-word-genocide-armenia/>

- a. Why do the scholars say Turkey disputes the term “genocide” when referring to the death of the Armenians? (0:00—3:34)

- b. What reasons do the scholars give for why the modern state of Turkey does not want to recognize the events as a genocide in the modern era? (3:35—7:28)

- F. In 1997 the International Association of Genocide Scholars (IAGS) passed a resolution unanimously recognizing this as genocide. Read the following quotes and answer the questions.

“Studies by genocide scholars prove that the single best predictor of future genocide is denial of a past genocide coupled with impunity [exemption from punishment] for its perpetrators. Genocide Deniers are three times more likely to commit genocide again than other governments.”

Testimony to Congress by Dr. Gregory Stanton, President, IAGS, 4.23.08

“The black hole of forgetting is the negative force that results in future genocides. When Adolf Hitler was asked if his planned invasion of Poland was a violation of international law, he scoffed, ‘Who ever heard of the extermination of the Armenians?’”

The 8 Stages of Genocide by Dr. Gregory Stanton, President, Genocide Watch, 1996

- a. First, describe your reaction to the above quotes.

- b. Second, even though it doesn’t “do” anything for the victims now, why is it important to recognize genocide 100 years later?

- G. Many countries have recognized what happened to the Armenian population of Turkey as a genocide. The United States has not formally passed a resolution that would recognize the events as genocide, though many individual states have recognized it as such. Use this article to answer the question:

<http://www.businessinsider.com/afp-white-house-avoids-calling-armenian-deaths-genocide-2015-4>

- a. Why has the United States resisted calling the events a genocide, and resisted a Congressional resolution to recognize it as well?

Done Early? Check these out! Maps, graphs, etc. of what happened in Turkey between 1915 and 1923:

- <http://www.armenocide.am/index.html>,
- <http://www.armenian-genocide.org/genocidfaq.html>
- <http://www.history.com/topics/armenian-genocide>