***GRAPHIC ORGANIZER-*** *Use the readings from* [*http://moodle.oakland.k12.mi.us/clarenceville/course/view.php?id=174&section=14*](http://moodle.oakland.k12.mi.us/clarenceville/course/view.php?id=174&section=14) *to complete these two charts.*

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| --- | --- | --- | --- | --- | --- | --- |
| **TARGET GROUP** | Transatlantic Slave Trade  | Native Americans | Herero Genocide  | Armenian Genocide  | Ukrainian Holodomor  | Rape of Nanking  |
| **PERPE-TRATORS** |  |  |  |  |  |  |
| **VICTIMS**  |  |  |  |  |  |  |
| **YEAR (S)** |  |  |  |  |  |  |
| **# OF DEATHS** |  |  |  |  |  |  |
| **SYNOPSIS** |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **TARGET GROUP** | The Holocaust  | Mao’s Cultural Revolution  | Cambodian Genocide  | Genocide in Bosnia  | Rwandan Genocide  | Genocide is Darfur  |
| **PERPE-TRATORS** |  |  |  |  |  |  |
| **VICTIMS** |  |  |  |  |  |  |
| **YEAR (S)** |  |  |  |  |  |  |
| **# OF DEATHS**  |  |  |  |  |  |  |
| **SYNOPSIS** |  |  |  |  |  |  |

*In this portion of this drill, you will research some of the most-evil men and events of the 20th century. I want you to create a criterion for evil and rank them in order, from #1 being the most-evil to #6 being the “least”. Along with these rankings I want you to provide me an explanation of at least three sentences to why you place them where you did.*

PART I: EVIL CRITERION- What makes one act more evil than the next?

PART II: RESEARCH- What did these men perpetrate and what atrocities did they commit?

1. Mehmet Talaat Pasha- The Armenian Genocide
2. Mao Zedong- The Great Leap Forward
3. Josef Stalin- Holodomor and his New Economic Policy (NEP)
4. Pol Pot- Khmer Rouge/Killing Fields
5. Adolf Hitler- The Holocaust
6. [Théoneste Bagosora](http://www.britannica.com/biography/Theoneste-Bagosora)- The Rwandan Genocide

***REFLECTIVE WRITING-***

*We are concluding our unit on genocide. Please reflect on what you’ve learned and answer the following questions on separate sheets of paper:*

1. Please go through these atrocities and deem which are genocides and which are not. What is your explanation to why you feel this way?
2. How do people make distinctions between “us” and “them”? Why do they make these distinctions? What evidence have you seen people doing so at school? In this country? In this world?
3. How are genocide and other acts of mass violence humanly possible? What psychological and political factors cause such things to happen?
4. How can individuals and societies remember and commemorate difficult histories? What is the purpose of remembering? What are the consequences of forgetting?
5. What can we, as individuals, groups and nations, do to prevent massive acts of violence in the future? Take into consideration that we all have a sphere of influence and that the causal factors of violence and hate exist on all scales. What can be done to improve matters?
6. Read this quote. What is the meaning of it and how does it relate to today?

*“First they came for the Socialists, and I did not speak out—
because I was not a Socialist.*

*Then they came for the Trade Unionists, and I did not speak out—
because I was not a Trade Unionist.*

*Then they came for the Jews, and I did not speak out—
because I was not a Jew.*

*Then they came for me—and there was no one left to speak for me.”*

*Pastor*[*Martin Niemöller*](https://en.wikipedia.org/wiki/Martin_Niem%C3%B6ller)