



Instructor's Manual Lesson 6

Different types of Genocide: Genocide and Genocidal Acts

This instructor's manual has been made with the following in mind;

- **To provide the instructor with maximum flexibility to edit and adopt the material based on his/her classroom requirements and audience.**
- **The audience is between the ages of 14 -18.**
- **The lesson would be between 45 to 60 minutes long.**

Learning objectives:

1. To learn about contemporary eugenics
2. To learn about cultural genocide
3. To learn about environmental genocide
4. To learn about epistemicide and an overarching term
5. To learn about how genocide and genocidal acts continue in the present era, in these three forms
6. To discuss other possible forms of genocide

Slide 2:

Allow students 3-4 minutes to discuss and think of what the distinctions may be. They can include many different types of genocide (major acts of genocide, environmental genocide, cultural genocide etc.)

Bring students back together to list their ideas (See classroom discussion options at the end of this document).

Show the definition of genocidal acts after they have presented their thoughts.

Slide 3

Allow students 2-3 minutes to think beyond acts of physical violence to other ways that genocide can be enacted. Bring students back together and discuss the various ways that genocide can be enacted without the use of physical violence. Can genocide be enacted without physical violence? Why or why not?

Slide 4

Alert students to the more insidious ways genocide might be enacted.

Slide 5

Contemporary eugenics still occurs. In Canada, Indigenous women were coerced into being sterilized by medical officials as recently as 2017.

Many Indigenous children are placed in foster care at high rates, and are often placed with non-Indigenous families.

Moreover, in Canada, Indigenous women are murdered and go missing at much higher rates than women of other ethnicities in the country.

Slide 6

Ask students how they would define cultural genocide. What do they think the repercussions of this act of genocide are?

Slide 7

Walk students through the definition of cultural genocide. It is not just about globalisation, or western cultural mores being disseminated globally (through the internet, through media, etc.), but also the outright banning of cultural practices such as the case of Indigenous people in Canada.

Slide 8

Acts of environmental genocide are growing. This can, in some cases, be an act of unintentional genocide, but in other cases, toxic waste, mining, and other environmentally harmful industries are placed in close proximity to people of colour, and the economically disadvantaged. In a Canadian context, toxic waste is often placed in close proximity to Indigenous reserves, polluting water ways and the land which grows food.

Slide 9

Talk about the definition term epistemicide and how it covers all of the above terms and more. Is this a more comprehensive term than genocide?

How can we use the term to help people understand the effects of genocides other than direct mass murder?

Slide 10

End with other acts of genocide that students can explore on their own.

Culminating Activity for Lesson 6.

The instructor may provide reading materials on other acts of genocide, or other acts of violence that would not usually be categorized as a “conventional” act of genocide. The instructor should ask the students to formulate two 150 – 200 word responses to the questions below after completing their readings.

Case1: Is an apology enough? How can victims and descendants of victims be compensated?

Share links to short news articles on, or full statements of the apologies issued in Canada, Turkey and Australia e.g.

Trudeau Apologizes for Abuse and 'Profound Cultural Loss' at Indigenous Schools (2017)
<https://www.nytimes.com/2017/11/24/world/canada/trudeau-indigenous-schools-newfoundland-labrador.html>

Apology to Australia's Indigenous peoples (2008)
<https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples>

Turkish PM offers condolences over 1915 Armenian massacre (2014)
<https://www.theguardian.com/world/2014/apr/23/turkey-erdogan-condolences-armenian-massacre>

Discuss the following:

- (i) Are apologies necessary and if so why?
- (ii) Why are some victims / victims' descendants unhappy about the apologies?
- (iii) What else could be done, and what else has been done in other cases e.g. reparations in the case of the Holocaust, demands for reparations for the Transatlantic Slave Trade?

Case 2:

Ask students to research one act of genocide that **was not explored in the course.**

Case 3:

Students should reflect on one act of genocide that is not usually included in conventional definitions of genocide.

Discussion Activities Suggestions (Can be applied to any discussion questions in the lesson):

1. Think-pair-share: Students think about the question themselves and develop a response, they pair with a partner, and finally share their ideas with their partner.

2. Small Groups: Students get into groups of four and discuss the issue, the groups are then switched and two students from one group are moved to another group to discuss the new questions or expand on the previous questions.
3. *Snowball: Two students discuss the question and join with another two students to discuss their ideas in a group of four. Then the group of four joins another group of four to form a group of eight and this continues until a whole class discussion is formed.
4. Teach-ok: Students pair up and reteach main concepts to the class after the teacher has given a brief introduction to the topic.