



LESSON PLAN: AFTERMATH

INTRODUCTION

This lesson considers what happens after a genocide has occurred. There is no blueprint of how to respond to genocide but after each of the genocides explored in this unit, there were criminal trials against some of the perpetrators. These trials brought various levels of justice and accountability, while collecting vast amounts of documentation. Students are introduced to the concept of denying a genocide, even against the factual documentation. Next, students will explore the roles of memorials and museums to create and protect the legacy of a genocide. Lastly, students are then asked to reflect on what they have learned and why it is important to study genocide.

1 Students watch the testimonies of [Freddy Mutanguha \(bio\)](#) and [Theary Seng \(bio\)](#). Then, students discuss the following questions:

- Why are trials and legal proceedings an important aspect of preserving testimony, documentation, and proof that the genocide in question occurred?
- How do these legal proceedings help us understand what happened after a genocide occurs?
- How do you think Freddy, Theary, and others feel about the ability to document officially what happened while also seeking justice from the perpetrators?
- Freddy describes his testimony in the courts as an obligation. What does this mean? Why is this so important to him?
- Theary talks about how justice is not just legal or for a certain amount of time, like the length of a trial. What does that mean? Do you agree? What other aspects of justice do survivors of genocide pursue?

2 Students learn that often the last stage of genocide is denial. Today, there are many people who deny the Holocaust as well as many that deny the Armenian Genocide, including official statements by the Republic of Türkiye. Students view the video, [Holocaust Denial, Explained](#) and the testimony of [Haigas Bonapart \(bio\)](#). In small groups, students discuss the following questions:

- Why do you think the final stage of genocide is denial? Why would perpetrators seek to deny a genocide? Why would people decades later continue to deny?
- How does denial affect the victim survivors or genocide? How does this action of denial continue to harm victims and all of society?
- What are some ways we can combat denial and the weaponization of lies?

3 Students watch the testimony of [Brigitte Altman \(bio\)](#). The handout, [Memorials and Museums of Genocide](#) is distributed and students complete the [Memorials and Museums Graphic Organizer](#) in small groups. After they complete the graphic organizer, students discuss the following questions:

- How do these sites of honor, remembrance, and education impact individuals and society?
- Why do we have to remember or understand the past in order to move into the present/future, and what does it mean to confront history?
- Why is the commemoration of genocide an important part of working towards justice and a better society?
- Will learning about, remembering, and commemorating genocide help prevent future genocides? Why or why not?

4

As a summative task, students watch the testimony of Jan Karski (bio). Students reflect on his testimony and what they have learned by responding to these questions in a journal entry and then discussing them with a partner or as a whole class:

- Jan Karski states that “great crimes start with little things” and then goes on to give examples of things people should not do. How does the memory of genocide inspire us to oppose the little things Karski warns us about?
- What from this brief study of genocide will you remember most and why? What are you curious to learn more about?
- Why is studying genocide important? What lessons can be learned from studying genocides?