



MAKING CONNECTIONS

The ideas below are offered as ways to extend the lessons in this unit and make connections to related historical events, current issues, and students' own experiences. These topics can be integrated directly into Echoes & Reflections lessons, used as stand-alone teaching ideas, or investigated by students engaged in project-based learning.

- 1** Raphael Lemkin spent his life advocating for the concept of genocide to be accepted and codified into international law. He believed that belonging to a group was an essential way of identity and that the destruction of a social group is a societal evil. He argued that genocides had changed the course of human history by eradicating cultures, peoples, and forcing mass migrations. Watch this [trailer](#) from the movie about his life, *Watchers of the Sky*, and conduct further research into the life of Lemkin. Examine the use of the word genocide since he coined the term and investigate its misuse/appropriation.
- 2** Students research local museums and create a multimedia presentation analyzing the role of museums in honoring, remembering, and educating the population about genocide, human rights violations, and other aspects of social justice.
- 3** Visit IWitness (iwitness.usc.edu) to access additional testimonies, resources, and learning activities about the genocides discussed in this unit as well as additional genocides and mass atrocities, including the Anti-Rohingya Mass Violence, the South Sudan Civil War, and the Guatemalan Genocide.
- 4** Students watch *Eva's Stories* and write an essay about the life of Eva Heyman. Students should analyze the artistic decision to use Instagram to tell her story and whether it is appropriate to use this platform for this topic. Students should also explore the role of different mediums to tell the human story of genocide and the advantages and disadvantages to these artistic expressions.
- 5** Students create a poster or other large visual about a genocide answering the following questions and share with their classmates and the larger school community:
 - Who were the victims before the genocide?
 - How were they discriminated against, dehumanized, and persecuted?
 - What happened to them? Who were the perpetrators and how did they commit genocide against the victims?
 - What could have been done by individuals, groups, and nations to impede or stop the genocide before or during it?
 - How is the genocide remembered and memorialized today?
- 6** Students are confronted with [Official Government Correspondences](#) that show knowledge of genocide by leaders who then failed to take action to prevent or stop a genocide from occurring. Students should utilize [Echoes & Reflections Timeline of the Holocaust](#) with the United States Holocaust Memorial and Museum's [History Unfolded](#) project to research how certain events were reported in their local newspapers. Students contemplate how genocide can be prevented, from individuals to groups to country leaders to foreign nations. What are some actions students can take to bring humanity closer to the promise of "Never Again"?