

Reading Strategies and Suggestions

This unit covers a range of abstract and interrelated issues. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

Pre-reading strategies: Help students to prepare for the reading.

1. Be sure that students understand the purpose for their reading the text. Will you have a debate later and they need to know the information to formulate arguments? Will they create a class podcast?
2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions so they can gain familiarity with the structure and organization of the text.
3. Preview the vocabulary and key concepts listed in the back of the TRB with students. Have students identify key terms from the reading that they do not know. Establish a system to help students find definitions for these key terms.
4. Since studies show that most students are visual learners, use a visual introduction, such as photographs or a short film clip to orient your students.

5. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know about genocide and what they want to know. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

Split up readings into smaller chunks:

Assign students readings over a longer period of time or divide readings among groups of students. For example, you may want to divide the case studies among groups of students, and have groups report to the class on what they learned.

Graphic organizers: You may also wish to use graphic organizers to help your students better understand the information that they read. An organizer for Part I of the reading is located on TRB-8. You may also want to use the chart in “Study Guide—Part II” on TRB-12 as a graphic organizer. In addition, a graphic organizer for the options is provided on TRB-21. Students can complete the graphic organizers in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Historical Events and Genocide

Instructions: Use your reading to help you answer the questions.

World War I

World War I created the climate for which genocide to take place?

The League of Nations

Why was the League created?

What were its shortcomings?

World War II

Nuremberg Trials

What were the Nuremberg Trials?

How did the Nuremberg Trials erode state sovereignty?

The United Nations

Why did President Franklin D. Roosevelt think an international community of countries was necessary?

Which countries joined together to form the UN in 1945?

Genocide Convention

What are countries that sign this treaty obligated to do?

How did this treaty erode state sovereignty?

The Cold War

How did the Cold War stall the progress of the UN and the Genocide Convention?

Name: _____

Study Guide—Part II: The Five Case Studies

	Events Leading to Genocide	Events of Genocide	U.S. Response	Int'l Community Response
Armenia				
Holocaust				
Cambodia				
Bosnia				
Rwanda				

Name: _____

Options: Graphic Organizer

Should the United States prioritize addressing genocide in its foreign policy?	Should state sovereignty be violated to stop or prevent genocide?	Should the United States support UN efforts to address genocide?	Should the United States ever act alone to address genocide?	Should the United States join the International Criminal Court?	Should the United States continue to support the Genocide Convention?
Option 1					
Option 2					
Option 3					
Option 4					