

1. Narratives and uncomfortable heritage in Europe: genocide, ethnic cleansing and massacres

2. Knowledge and didactic objectives

- To elaborate a timeline about several examples of massacres and genocides through the History
- To define the concepts: genocide, ethnic cleansing and social acute questions
- To investigate in groups through historical sources
- To debate the responsibility and the importance of people to raise against the injustices and inequalities performed by groups and governments

3. Timing

4 sessions.
50 minutes each session.

4. Grouping of students

Six small groups (3-4 students)

5. Historical thinking skills

- Primary source evidence
- Historical significance
- Causes and consequences
- Ethical dimension

6. Development or sequence of the activity

Session 1: The teacher asks the students' previous ideas about the concepts: genocide, politicide, ethnic cleansing, massacre, resentment and social acute questions. Then, the teacher assigns a concept to each group and asks them to search for information that allows them to define each concept, writing a text of about 50 words. After completing this task, each group reads the definition of the concept to the class and the teacher registers each text on lucidspark.com, creating a concept map. At the end, students must write the result of the class work in their notebooks.

Session 2: The teacher briefly contextualizes the existence of massacres and violence throughout history. He then asks each group to select a specific period, from Classical Antiquity to the present day, and to carry out a survey of relevant events related to the topic. Students must take notes and gather enough information (textual, iconographic, audiovisual, etc.) to contribute to the construction of a digital timeline.

Session 3: Based on the information gathered in the previous session, students build a digital timeline using the tool <https://cdn.knightlab.com/>. The final product consists of a joint timeline that gathers the information collected by all the groups.

Session 4: With the information found, each group of students have to make an oral presentation explaining the knowledge they built about violence against specific groups of people through the ages, the importance of being aware of what is happening in the current world and what we can do to be a citizen engaged to make world a better place for the future generations.

7. Assessment techniques and instruments

The evaluation is continuous and formative.

The teacher will prepare a rubric to evaluate the unit:

Item	A – Done	B - Regular	C – Not reached
Correct temporal and spatial location			
Careful selection of information			
Appropriate selection of historical sources to support the			

construction of the timeline			
Use of several potentialities of digital tools			
Effective oral communication			

8. Complementary resources

- <https://lucidspark.com/>
- <https://cdn.knightlab.com/>

9. Annexes

1. Athenian Genocide at Melos

Historical Evidence: Thucydides - 431-404 BC History of the Peloponnesian War (Book 5, Chapters 84–116)

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0200%3Abook%3D5%3Achapter%3D84%3Asection%3D2>

The Melians are a colony of Lacedaemon that would not submit to the Athenians like the other islanders, (...)

Cleomedes, son of Lycomedes, and Tisias, son of Tisimachus, the generals, encamping in their territory with the above armament, before doing any harm to their land, sent envoys to negotiate.

[...]

The Melian commissioners answered:—

'To the fairness of quietly instructing each other as you propose there is nothing to object; but your military preparations are too far advanced to agree with what you say, as we see you are come to be judges in your own cause, and that all we can reasonably expect from this negotiation is war, if we prove to have right on our side and refuse to submit, and in the contrary case, slavery.'

[...]

Athenian envoys

[...] since you know as well as we do that right, as the world goes, is only in question between equals in power, while the strong do what they can and the weak suffer what they must.'

[...]

[...] the Melians surrendered at discretion to the Athenians, who put to death all the grown men whom they took, and sold the women and children for slaves, and subsequently sent out five hundred colonists and inhabited the place themselves.

2. The Massacre of Carthage

Historical map: Western Mediterranean during the Punic Wars (270 BC). Britannica Encyclopædia.

<https://www.britannica.com/event/Punic-Wars>



3. The Massacre of Clifford's Tower

Video: The Jewish population of York massacred in a pogrom.
History Pod

https://www.youtube.com/watch?v=A-BEI_uN5MI

4. The Genocide of Huguenots

Historical evidence: The massacre of the Huguenots in Paris, France, on St. Bartholomew's Day, 24 August 1572.

Color engraving after the painting by Francois Dubois, a Huguenot eyewitness.



https://commons.wikimedia.org/wiki/File:La_masacre_de_San_Bartolom%C3%A9,_por_Fran%C3%A7ois_Dubois.jpg#/media/File:La_masacre_de_San_Bartolom%C3%A9,_por_Fran%C3%A7ois_Dubois.jpg

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Historical evidence: Armenian genocide (1915-1923)





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The New York Times

August 21, 1916

(5:4)

ARMENIANS DYING IN PRISON CAMPS

Hundreds of Thousands Still
in Danger from Turks, Refu-
gees Fund Secretary Says.

GERMANS WON'T INTERFERE

Special Cable to THE NEW YORK TIMES.
LONDON, Monday, Aug. 21.—The
Rev. Harold Buxton, Secretary of the
Armenian Refugees Fund, has just
returned to England after devoting
three months to relief work in the
devastated villages. In an interview
the Rev. Mr. Buxton gave details which
entirely confirm the grave statements
made by Lord Bryce some months ago
in the House of Lords. Asked whether
he had any proof that the deportation
of Armenians last Summer was due to
German instigation, he said:

"All I can say is that the German
Government did nothing to stop the
massacres. During the whole business
German influence was supreme at Con-
stantinople, and German Consuls were
at their posts in all the chief centres
through Asia Minor. Besides, the
people were swept away with a
methodical thoroughness which one does
not expect from the Turk, who, when
left to himself, acts rather with sudden
spasms of fury.

"I have evidence from an American
missionary that certain of the German
Consuls did their best on behalf of the
Armenian people. For instance, the
German Consul at Erzerum wired to his
Ambassador in Constantinople vigor-
ously protesting at the order of deporta-
tion. He received a reply in these
words: 'We cannot interfere in the
internal affairs of Turkey.'

"I don't think there has been any
exaggeration as to losses as published
in England. The Armenian race num-
bered over 4,000,000, of whom 2,000,000
were Turkish Armenians, and of these
perhaps 1,000,000 have been deported
and 500,000 massacred. Only 200,000
escaped into the mountains, and so
across to Russian soil. There are some
hundreds of thousands in concentration
camps between Aleppo and Mosul and
in the neighboring regions of Mesopo-
tamia, where Turkey continues to be
supreme over their fate.

"To this considerable population we
have no access, and it is still in danger.
According to reports which come
through, it is being ravaged by sick-
ness, famine, privations of all kinds,
outrages, and murder, all of which
means high mortality among the
victims."

Historical evidence: Famine victims. Kharkiv, Ukraine, 1933



Historical evidence: German civilians, who were forced to visit the Buchenwald concentration camp, see a truck full of dead bodies



Disclaimer

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