

GENOCIDE IN DARFUR:

Darfur Eyewitness Teacher Guide

This lesson works well when taught in conjunction with studying the Holocaust.

GOALS

- Students will be able to define the terms *genocide* and *crimes against humanity*.
- Students will understand the situation in the Darfur region of Sudan.
- Students will learn what they can do to help end the genocide in Darfur.

HOMEWORK (for the night before the lesson)

- Have students read the Genocide Emergency Alert Sheet (available at <http://www.ushmm.org/conscience/alert/darfur/pdf/darfur.pdf>), the Genocide and Crimes against Humanity Cards, and one or two of the suggested articles below.
- Ask them to have the Alert and Article Questions Worksheet filled out for class (included on the last page of this lesson plan).

ARTICLES

- “‘Never Again’—Again”
http://www.usatoday.com/news/opinion/editorials/2005-03-01-darfur-edit_x.htm?POE=click-refer
- “Holocaust Survivor Sees Tragedy of Darfur and Urges World to Act”
http://www.jta.org/page_view_story.asp?intarticleid=15360&intcategoryid=5
- “In Darfur, My Camera Was Not Nearly Enough” (includes Brian Steidle’s images and will give students a preview of what they will see in the film) <http://www.ushmm.org/conscience/alert/darfur/steidle/>

GENOCIDE

means “any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.”

—United Nations Convention on the Prevention and Punishment of the Crime of Genocide, adopted on December 9, 1948

CRIMES AGAINST HUMANITY

means any of specified violent acts such as murder, extermination, or enslavement when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack.

—Rome Statute of the International Criminal Court, adopted on July 18, 1998

IN CLASS

- Write the following three questions on the board, and ask students to think about them and jot down notes as they watch the movie:
 1. What is genocide?
 2. What photograph from the video stood out to you and why?
 3. Given what Brian Steidle said in the film, what do you think you can do as an individual that would make a difference and bring awareness of this situation to others?
- Instruct students to keep the definitions of genocide and crimes against humanity in mind as they watch the film. They will be able to analyze whether the situation in Darfur is genocide based on what Brian Steidle is saying.
- Show movie: *Witness to Genocide*

DISCUSSION

- Discuss the three questions on the board and encourage students to expand beyond them. Possible topics include the following:

FOR QUESTION 1: WHAT IS GENOCIDE?

- If time allows, talk about the creation of the word genocide by Raphael Lemkin in response to the Holocaust. (More information is available on the Museum's Web site <http://www.ushmm.org/conscience/history/>.)
- Discuss other genocides and see how much students know. What similarities do you see between Darfur and what you know about the Holocaust? What differences? What similarities and differences do you see between Darfur and other genocides? (More information is available on the Museum's Web site <http://www.ushmm.org/conscience/analysis/>.)
- Looking at the Genocide Convention (http://www.unhchr.ch/html/menu3/b/p_genoci.htm), what are the United Nations and individual nations obliged to do in the case of genocide? Are they compelled to act?
- Considering the below quotations, how important is it to label violence as genocide? How does this affect the responsibility of states to respond to such violence?

"When we reviewed the evidence compiled by our team, and then put it beside other information available to the State Department and widely known throughout the international community, widely reported upon by the media and by others, we concluded, I concluded, that genocide has been committed in Darfur and that the Government of Sudan and the Janjaweed bear responsibility—and that genocide may still be occurring."

—Colin Powell, testifying before the Senate Foreign Relations Committee, September 9, 2004

(<http://www.ushmm.org/conscience/alert/darfur/index.php>)

"The Commission concluded that the Government of the Sudan has not pursued a policy of genocide The Commission does recognize that in some instances individuals, including Government officials, may commit acts with genocidal intent. Whether this was the case in Darfur, however, is a determination that only a competent court can make on a case by case basis. The conclusion that no genocidal policy has been pursued and implemented in Darfur by the Government authorities,

directly or through the militias under their control, should not be taken in any way as detracting from the gravity of the crimes perpetrated in that region. International offences such as the crimes against humanity and war crimes that have been committed in Darfur may be no less serious and heinous than genocide.”

—Report of the International Commission of Inquiry on Darfur to the United Nations Secretary General, January 25, 2005
(http://www.un.org/News/dh/sudan/com_inq_darfur.pdf)

FOR QUESTION 2: WHAT PHOTOGRAPH FROM THE VIDEO STOOD OUT TO YOU AND WHY?

- Break students into groups to closely analyze Brian Steidle’s photos. Ask them to consider these questions:
Who/What is portrayed in the photos? How do these people/objects (targets of violence, perpetrators, evidence) relate to the violence?
Where were the photos taken and under what circumstances? What can you learn about genocide in Darfur from these photos?
- Which civilian groups are targeted in this conflict? Who is primarily responsible for the violence? How are civilians being attacked?
- Make sure that the students realize that the government of Sudan is helping carry out the attacks.
- Why is Brian Steidle talking about this?

FOR QUESTION 3: GIVEN WHAT BRIAN STEIDLE SAID IN THE FILM, WHAT DO YOU THINK YOU CAN DO AS AN INDIVIDUAL THAT WOULD MAKE A DIFFERENCE AND BRING AWARENESS OF THIS SITUATION TO OTHERS?

- Why did Brian Steidle think it was important for him to return to the United States?
- How do you think the United States should respond? (Answers may include the following: The United States can address the situation in Darfur in various ways—everything from staging a full-scale military intervention to remaining virtually silent and doing nothing. It can also help diplomatically, such as securing humanitarian aid and supporting the efforts of the African Union.)
- Write “What is your universe of obligation?” on the board. Brainstorm with students about those whom they feel they are obligated to help. Encourage them to think more broadly than family and friends. Ask if they are obligated to help people from across the world. If this is being taught in conjunction with a Holocaust lesson, ask students how their universe of obligation changes as a result of learning about the Holocaust.

HOMEWORK

Have the students write two letters:

- In the first letter, written to someone they think should care or know about the situation in Darfur, students will express their opinion on the situation in Darfur and what they believe should be done. They can explain their view on the obligation that the United States has to the people of Darfur. Possible letter recipients include (though are not limited to) government officials, newspaper editors and reporters, and religious leaders. You may choose to photocopy these letters and mail them to students at a later date to remind them of what they learned during this lesson and their responsibility to take action against genocide.
- Ask students to develop a plan of action for bringing awareness of Darfur to their school. (For ideas, they may visit the Museum’s Web site <http://www.ushmm.org/conscience/alert/students/>.)

ALERT AND ARTICLE QUESTIONS WORKSHEET

After carefully reading the Genocide Emergency Alert Sheet and the article(s), answer the following questions:

1. Who are the targeted groups in Darfur?

2. Who is primarily responsible for the violence in Darfur?

3. How does the situation in Darfur fit the definition of genocide?

4. How many civilians have been affected by this crisis?

5. How has the government of Sudan been involved in the genocide?

6. Where do the victims who escape seek refuge?

7. What do you think people in the world should do in response to this situation? Why is it difficult for the world to respond?

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

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