

LANGUAGE SUPPORT

This stage shows.../This step shows...

These stages show.../these steps show...

This one represents...

As we can observe...

We can see...

We can appreciate...

What Dr Stanton is trying to show is...

On the one hand.../ on the other hand...

However...

Although...

To conclude...

From our point of view...

As we see it...

Perhaps...

Probably...

According to...

I can see...

They are...

They don't...

He is...

They suffer...

Names and adjectives:

silent spectators

passive

discriminated

brave

organized

violent...

My feeling has been...

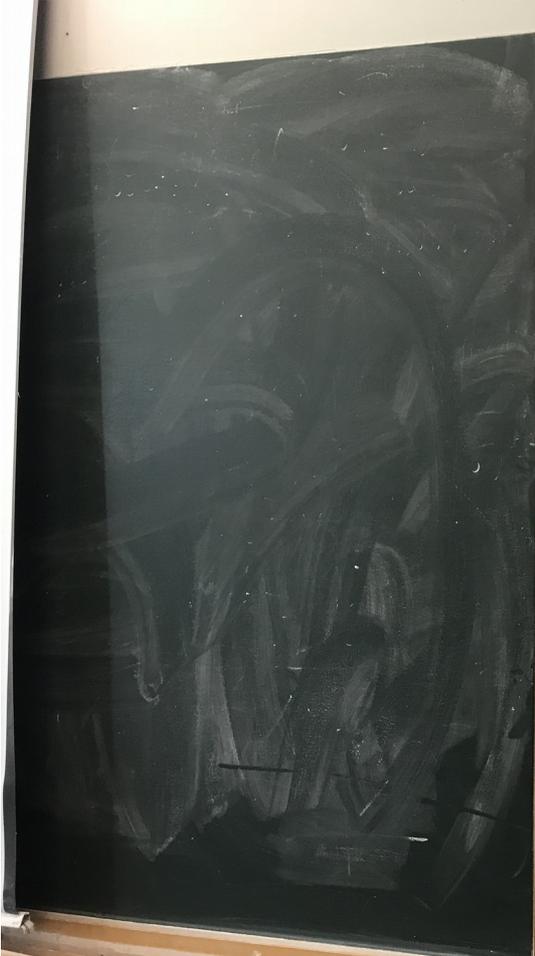
I have realised of...

What I would like the most...

I want to share with you...

I have discovered...

I want to propose...



TOTALITARIANISM

The struggle of memory is that it never really ends.
 — Hannah Arendt

GENOCIDE

HOW CAN WE STOP A GENOCIDE?

DON'T STAND BY!

GET INVOLVED!

Why are we silent?

- The cowardice of the bystander — what to do
- The silence of the victim — what to do
- The silence of the oppressor — what to do
- The silence of the world — what to do
- The silence of the church — what to do
- The silence of the family — what to do
- The silence of the school — what to do
- The silence of the government — what to do
- The silence of the media — what to do
- The silence of the arts — what to do
- The silence of the sciences — what to do
- The silence of the law — what to do
- The silence of the military — what to do
- The silence of the police — what to do
- The silence of the courts — what to do
- The silence of the prisons — what to do
- The silence of the hospitals — what to do
- The silence of the schools — what to do
- The silence of the universities — what to do
- The silence of the research centers — what to do
- The silence of the think tanks — what to do
- The silence of the policy makers — what to do
- The silence of the lobbyists — what to do
- The silence of the interest groups — what to do
- The silence of the unions — what to do
- The silence of the labor unions — what to do
- The silence of the workers — what to do
- The silence of the farmers — what to do
- The silence of the ranchers — what to do
- The silence of the fishermen — what to do
- The silence of the hunters — what to do
- The silence of the anglers — what to do
- The silence of the birders — what to do
- The silence of the photographers — what to do
- The silence of the journalists — what to do
- The silence of the writers — what to do
- The silence of the poets — what to do
- The silence of the novelists — what to do
- The silence of the playwrights — what to do
- The silence of the screenwriters — what to do
- The silence of the directors — what to do
- The silence of the actors — what to do
- The silence of the actresses — what to do
- The silence of the singers — what to do
- The silence of the dancers — what to do
- The silence of the musicians — what to do
- The silence of the composers — what to do
- The silence of the conductors — what to do
- The silence of the critics — what to do
- The silence of the reviewers — what to do
- The silence of the editors — what to do
- The silence of the publishers — what to do
- The silence of the distributors — what to do
- The silence of the retailers — what to do
- The silence of the consumers — what to do
- The silence of the voters — what to do
- The silence of the citizens — what to do
- The silence of the taxpayers — what to do
- The silence of the donors — what to do
- The silence of the benefactors — what to do
- The silence of the philanthropists — what to do
- The silence of the volunteers — what to do
- The silence of the activists — what to do
- The silence of the organizers — what to do
- The silence of the leaders — what to do
- The silence of the followers — what to do
- The silence of the supporters — what to do
- The silence of the opponents — what to do
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- The silence of the followers — what to do
- The silence of the supporters — what to do
- The silence of the opponents — what to do



TOPIC: Genocide

Driving question:

How can we stop genocide?

BYSTANDERS

Complicity

During the Holocaust

LANGUAGE SUPPORT

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This one represents...
As we can observe...
We can see...
We can appreciate...
What Dr Stanton is trying to show is...
On the one hand.../ on the other hand...
However... Although...
To conclude...
From our point of view...
As we see it...

Perhaps...
Probably...
According to...
I can see...
They are...
They don't...
He is...
They suffer...
Names and adjectives:
silent spectators
passive
discriminated
brave
organized
violent...
My feeling has been...
I have realised of...
What I would like the most...
I want to share with you...
I have discovered...
I want to propose...

LEXIS:

Historical, memorial day, American genocide, Boston wharves, settlement, colonial, administrative, social/political, slaves, repair/fixing, Oppen, homosexual, art, architecture, coordinated plan, wharves, artificial prisoners, billboard, classification, symmetrization, identification, urban architecture, organization, performance, transportation, preservation, extermination, denial, steps, part, to carry out, to confirm, to deny, route, revolution, archives, division, traffic signal, campaign, city map, walk, corridor, deny, marginalize, mock, what I can see... There is... I think it is... I suppose it is...

LANGUAGE:

Historical Memorial Day, Actions aimed at helping, what do you remember of the Historical Memorial Day? And all the American genocide? What did the Governor advise visitors to do? How did you feel? How can we stop genocide? What do you think you need to know and learn to prevent this question? Upload your list to the billboard I remember when... What I liked the most was... I enjoyed... I had never heard of... What impressed me... I think... I was curious to know more about... To me, it is... Although they are... For me, that's... I thought it is... which are their names? What's the order of its presentation?

What's the most characteristic of every map?
To me it is.../I can see.../it is.../according to.../although they are...
There is.../There are.../Perhaps.../Probably.../Wharves...
From my point of view...
How many steps/genocide had?

I'm sorry,
I don't
understand.

LANGUAGE SUPPORT

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LEXIS: LANGUAGE:

Holocaust, memorial day, Armenian genocide, Bosnian witness, deliberate, systematic, extermination, racial political, Jews, masskillings, Gypsies, homosexuals, nation, annihilate, coordinated plan, actions, political prisoners, billboard. Classification, symbolisation, discrimination, dehumanisation, organs, polarisation, genocide, persecution, extermination, initial steps, to confine, to deny, route, evolution, shelter, disability, traffic signal, cockroach, city map, cook, confine, deny, marginalize, mock.
What I can see... There is... I think it is..., I suppose it is...

What's the main characteristic of every step?
To me, it is... I can see... It is... According to... Although they are...
There is... There are... Perhaps... Probably... Whereas...
From my point of view...
How many steps a genocide has?

I'm sorry,
I don't

LEXIS:

Holocaust, memorial day, Armenian genocide, Bosnian witness, deliberate, systematic, extermination, racial political, Jews, masskillings, Gypsies, homosexuals, nation, annihilate, coordinated plan, actions, political prisoners, billboard. Classification, symbolisation, discrimination, dehumanisation, organs, polarisation, genocide, persecution, extermination, initial steps, to confine, to deny, route, evolution, shelter, disability, traffic signal, cockroach, city map, cook, confine, deny, marginalize, mock.
What I can see... There is... I think it is..., I suppose it is...

LANGUAGE:

Holocaust Memorial Day, Actions aimed at helping...
What do you remember of the Holocaust Memorial Day?
And of the Armenian genocide?
What did the Bosnian witness explain to us? How did you feel?
How can we stop genocide? What do you think you need to know and learn to answer this question?
Upload your list to the billboard
I remember when... What I liked the most was...
I enjoyed..., I had never heard of..., What impressed me...
I felt..., I was curious to know more about...
To me, it is..., Although they are..., For me, that's..., I imagine it is...
Which are their names? What's the order of its presentation?

Perhaps...

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Names and adjectives:

silent spectators

passive

discriminated

brave

organized

HOW CAN WE STOP GENOCIDE?

Classification: The main measure is to develop universalistic institutions that transcend ethnic or racial divisions. For example the Catholic church, to promote a common language... a search for common ground.

Symbolization: Hate symbols can be legally forbidden (Holocaust Denial Laws) and also hate speech. Avoid separating a group with a symbol like a yellow star.

Discrimination: Discrimination should be outlawed. It is necessary full political empowerment and citizenship rights for all the groups in a society.

TOPIC: Genocide

Driving question:

How can we stop genocide?

BYSTANDERS

Complicity

During the Holocaust

HOW CAN WE STOP GENOCIDE?

Classification: The main measure is to develop universalistic institutions that transcend ethnic or racial divisions. For example the Catholic church, to promote a common language... a search for common ground.

Symbolization: Hate symbols can be legally forbidden (swastikas) and also hate speech. Avoid separating a group with a symbol like a yellow star.

Discrimination: Discrimination should be outlawed. It is necessary full political empowerment and citizenship rights for all the groups in a society.

Dehumanization: Speech and international leaders should condemn and outlaw hate speech and make it a criminal offence. Hate crimes and atrocities should be punished by law.

Organization: Militias should be organized, usually by the state, often using militias to provide deniability of state responsibility. These militias should be outlawed and U.N. should create commissions to investigate violations and massacres.

Polarisation: Security protections for moderate leaders. Assistance to human rights groups. Assets of extremists must be seized.

Preparation: Arms embargos. Prosecution of incitement and conspiracy to commit genocide.

Persecution: A Genocide Emergency must be declared. Great powers and U. N. Security Council must be mobilized. Armed international intervention should be prepared and assistance provided to the victim group for its self-defense. Humanitarian assistance should be organised by the U.N. for the inevitable tide of refugees to come.

Extermination: At this stage, only rapid overwhelming armed intervention can stop genocide. Safe areas should be established with armed international protection. It's time to recognize the international responsibility to protect victims.

Denial: Perpetrators will deny that they committed any crimes. Yet, an international tribunal and national courts must punish perpetrators. They must be brought to justice.

See page 100 generally, by S. Yoniss, reprinted by S. Yoniss

To rise up against the Germans, among the crumbling walls, in the most desperate revolt – was to



André and Magda Trocmé and their children: Nelly, Jean-Pierre, Jacques and Daniel

RESCUERS

VICTIMS

JANUSZ KORCZAK

Janusz Korczak (1879–1942) is one of the legendary figures to emerge from the Holocaust. A successful pediatrician and well-known author in his native Warsaw, he gave up a brilliant medical career to devote himself to the care of orphans. Like so many other Jews, Korczak was sent into the Warsaw Ghetto after the Nazi occupation of Poland. He immediately set up an orphanage for more than 200 children. Many of his admirers, Jewish and gentile, offered to rescue him from the ghetto, but Korczak refused to leave his small charges. When the Nazis ordered the children to board a train that was to carry them to the Treblinka death camp, Korczak went with them, despite the Nazis' offer of special treatment. His selfless behavior in caring for these children's lives and deaths has made him beloved throughout the world; he has been honored by UNESCO and commemorated on postage stamps in both Poland and Israel.



JANUSZ KORCZAK

Map illustrating the location of the major Nazi death and concentration camps



Leon Greenman



The train journey from Warsaw about thirty-six hours with no food and no water. If I don't come back, you need to know when it's good for the child the train and avoid waiting from the window. We managed little way to see or hear or stopped here and see the train and children and in the camp up with the beds. There were could recognize them. A group these were supposed to hang in the gas chambers, and the people were taken, including...