

# Inspiring Students to Challenge the Forces of Division in Society

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Jennifer Wilson

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North East, PA

# Google Classroom

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- My google classroom for today:
- <https://classroom.google.com/u/0/c/NDc1NzkzNTkyMzRa>
- Join code: 3co2h6l
- Please take survey....



# My Background

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- North East High School, 23+ years
- American History, AP European History, Ethnic Conflict, Contemporary Issues (Human Rights)
- Department Chair, 6-12
- Advisor of “Inspire” group (non-religious)
- Museum Teacher Fellow with the USHMM (MTF 13)
- Finishing up MHGS program through Gratz College
- M.Ed in Middle And Secondary Instruction in Social Studies, from Edinboro University of Pa.

# Disclaimers...

- I am not here today as a representative of the United States Holocaust Memorial Museum, although I am a Museum Teacher Fellow.

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- I am not here officially representing Gratz College, although I am a student.
- I am here representing my school, North East High School, and they have generously funded my trip to be here today.
- All resources I mention today are because I use them as a teacher. I am not here to market them, or represent those organizations. My resources today will be free online.



# Goals for Today:

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## Instructional Foci:

### **Critical Social Studies/Human Rights:**

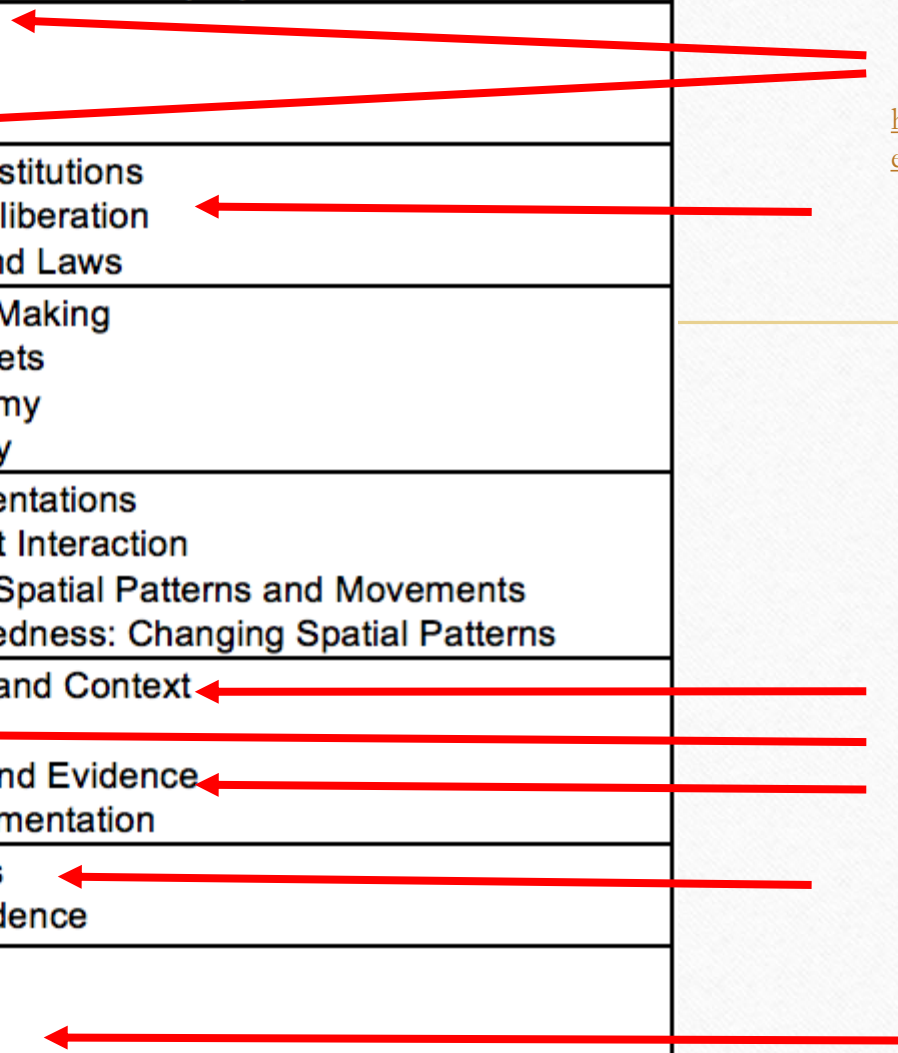
- Pyramid of Hate (ADL), “Forces of Division:” How do these behaviors and ideologies manifest in daily life? In genocide?
- Genocide-How do these forces of division manifest during a genocide?
- Agency and conflict

### **Taking Informed Action:**

- “Inspire” and positive school climate...the “Power of Agency:” Students as change makers..

College, Career, and Civic Life (C3) Indicator	
<b>Dimension 1</b>	<ul style="list-style-type: none"> <li>• Construct Compelling Questions</li> <li>• Construct Supporting Questions</li> <li>• Determine Helpful Sources</li> </ul>
<b>Dimension 2</b>	<b>Civics</b> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules and Laws</li> </ul>
	<b>Economics</b> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>
	<b>Geography</b> <ul style="list-style-type: none"> <li>• Geographic Representations</li> <li>• Human-Environment Interaction</li> <li>• Human Population: Spatial Patterns and Movements</li> <li>• Global Interconnectedness: Changing Spatial Patterns</li> </ul>
	<b>History</b> <ul style="list-style-type: none"> <li>• Change, Continuity and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>
<b>Dimension 3</b>	<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> <li>• Developing Claims and Using Evidence</li> </ul>
<b>Dimension 4</b>	<ul style="list-style-type: none"> <li>• Communicating Conclusions</li> <li>• Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>

<https://ctssframeworks.files.wordpress.com/2013/11/c3-outline1.png>



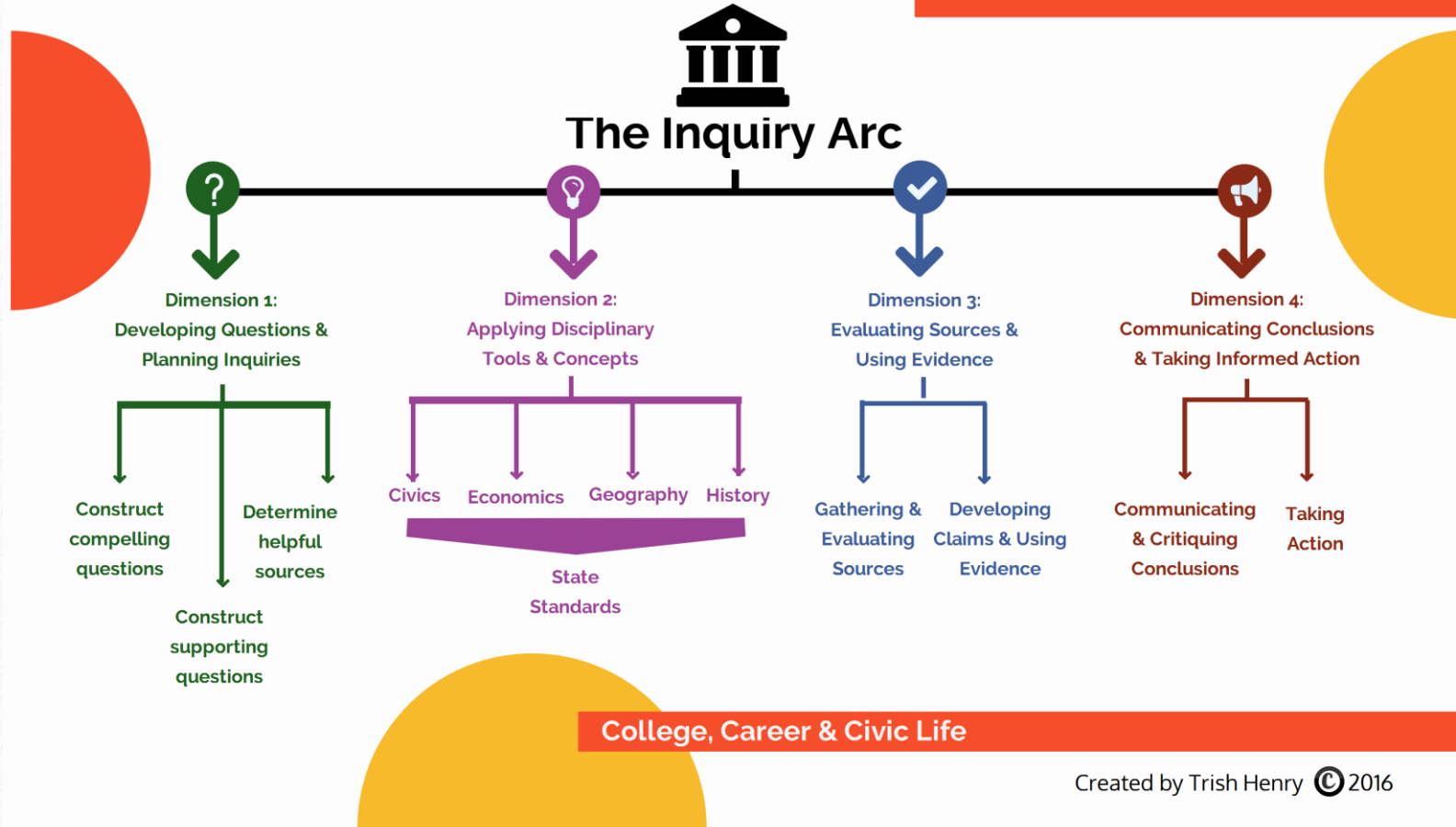


# C3 Framework

## Inquiry Based Instruction in Social Studies

*"The primary purpose of the C3 Framework for Social Studies State Standards is to provide guidance to states and districts on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life."*

<https://www.wscss.org/c3framework>



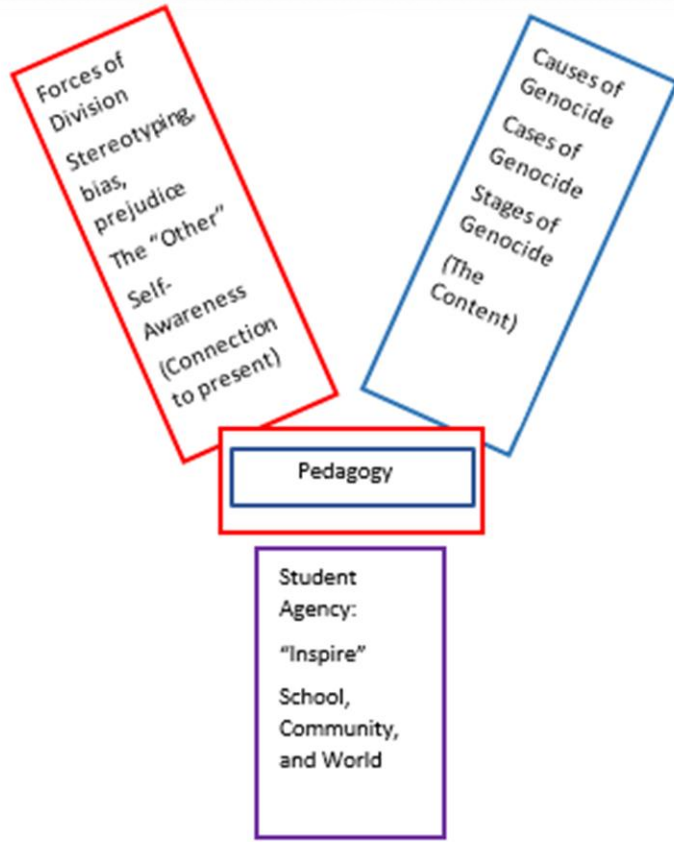
Created by Trish Henry © 2016

## Recent article from my fellow “Fellow” Jeff Parker, and Laura Tavares from Facing History

<https://www.edsurge.com/news/2019-10-28-when-teaching-the-holocaust-heed-these-three-recommendations>

- **First and foremost, history matters.**
  - Only an accurate, detailed, nuanced study of the Nazi rise to power and its societal context—and also of the active and passive choices of individuals who experienced this history—can help students understand that the Holocaust was not inevitable; it was the result of individual and collective decisions and complex motivations, including hate, fear, and self-interest.
- **Pedagogy matters as well.**
  - Educators should aspire to create learning environments where students are supported to grapple with the enormous ethical and moral questions that are posed about the best and worst of human behavior.
- **Finally, the ability to make informed connections to the present matters.**
  - This history attunes us to the power of propaganda and media, the danger of hatred and “othering,” the fragility of democracy, and the power of individual choices.





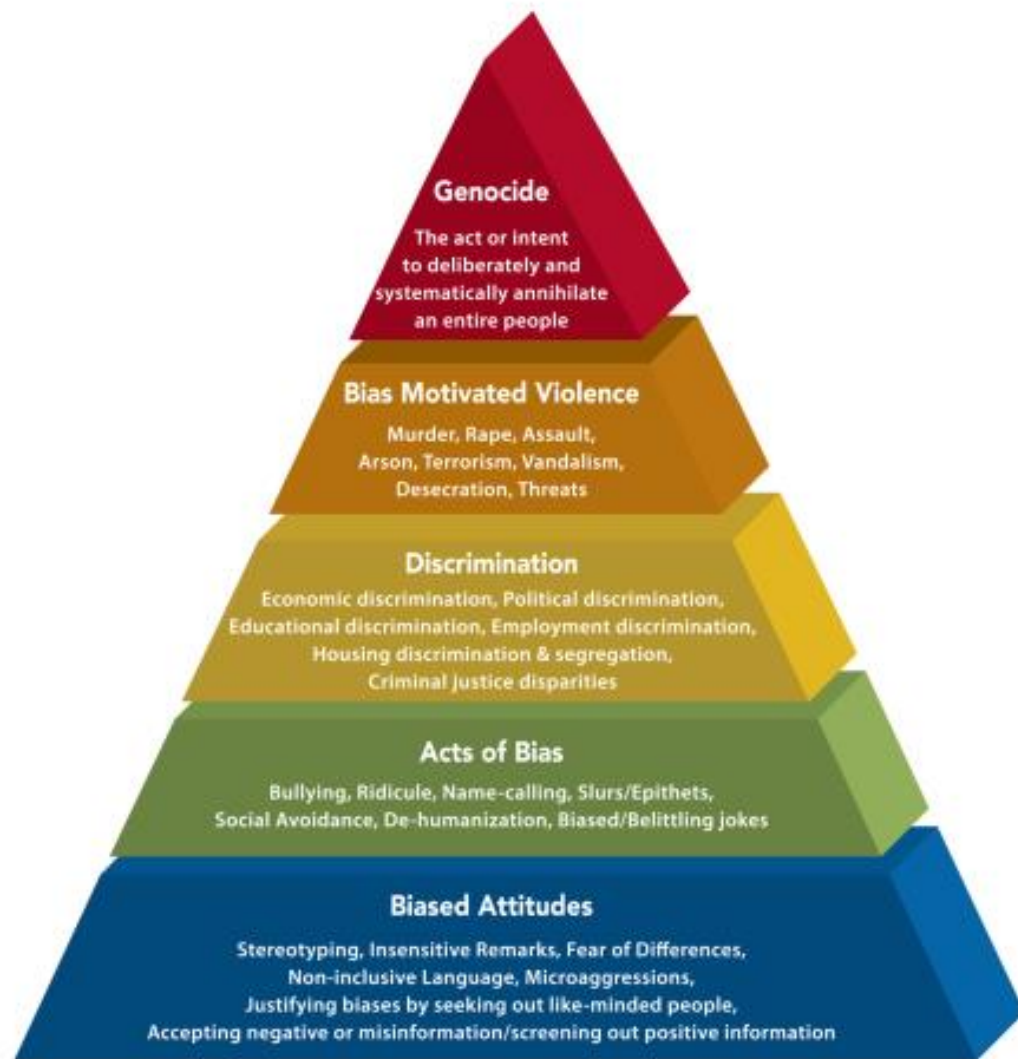
Critical Social Studies,  
History, and Advocacy

We begin...

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My Ethnic Conflict Class





## Anti-Defamation League's Pyramid of Hate

**The Pyramid of Hate provides an excellent framework for including historical content and social issues/behavior in the same conversation.**



# Forces of Division

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Ethnic Conflict





Two Extremes:  
The Pigeon

versus

Auschwitz

**Question:**

**What do you see  
here?**





**Władysław  
Siwek**  
“ A penal unit  
returning from  
work”

**In Auschwitz  
I Museum  
(My picture,  
August 2019)**







# The extremes: The Pigeon versus Auschwitz

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- <https://www.facinghistory.org/resource-library/video/pigeon>
- THE MOMENT: 6:17
- What is in this moment? Thoughts, decisions, dilemmas, consequences....what is the right thing to do? What will it cost?



How do we get the woman in “The Pigeon,” and the soldiers watching the prisoners...

In the same space?

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And what about everyone in between, which is where most people probably were/are?

# FORCES OF DIVISION

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- Bias, Stereotyping, Discrimination
- Racism
- Nationalism
- Antisemitism
  - I save antisemitism for the Holocaust unit...



- Attitudes, **stereotypes**, prejudices, and **bias** are all things that can influence our behavior and feelings toward an individual or group. **Bias** is defined as prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
- People are often biased against others outside of their own social group, showing prejudice (emotional bias), stereotypes (cognitive bias), and discrimination (behavioral bias).
- <https://nobaproject.com/modules/prejudice-discrimination-and-stereotyping>
- See Anti-Defamation League materials on Google Classroom

Street Calculus:  
Facing History and  
Ourselves

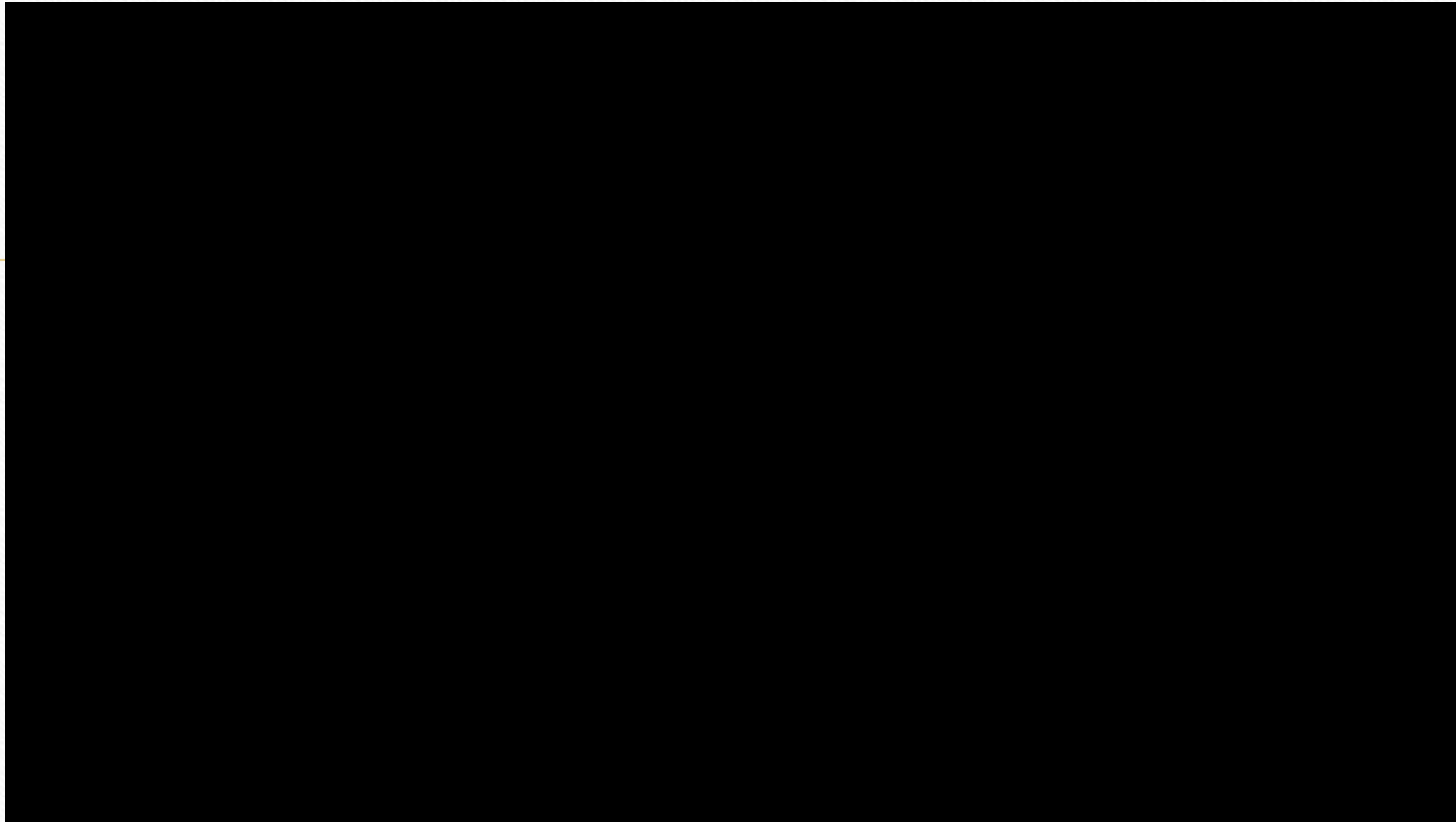




# Identity Assignment

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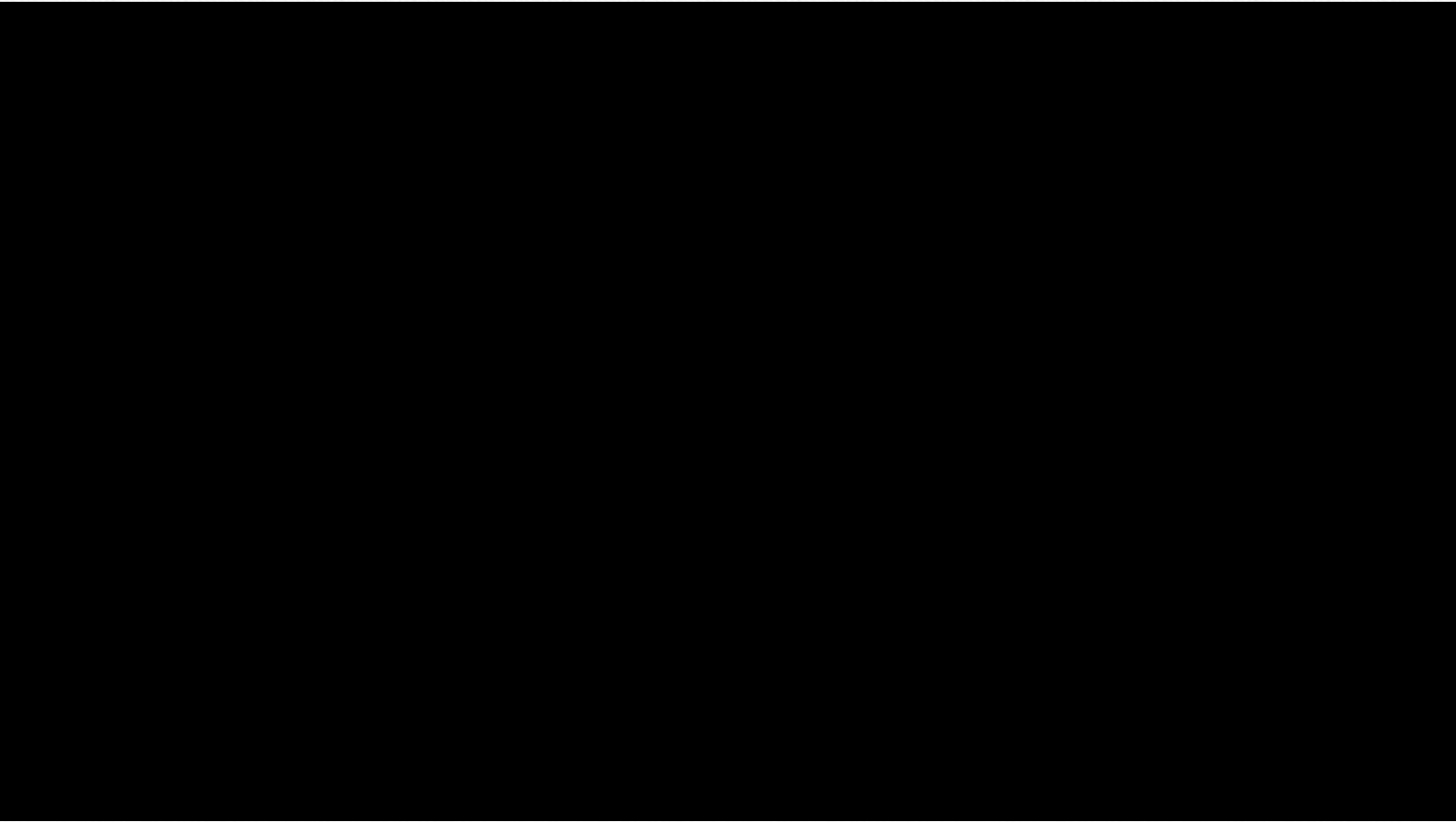
- See Google Classroom...



Ritu Bhasin, Understanding Unconscious Bias

[https://www.youtube.com/watch?v=kC\\_ySdEPOC4&feature=youtu.be](https://www.youtube.com/watch?v=kC_ySdEPOC4&feature=youtu.be)





Whistling Vivaldi, Claude Steele (5:54)

<https://www.youtube.com/watch?v=failylROnrY>

# Bias and Stereotyping Videos

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- [https://youtu.be/kC\\_ySdEPOC4](https://youtu.be/kC_ySdEPOC4)
- How will/do you address bias when it is directed at you?
- `<iframe width="727" height="409" src="https://www.youtube.com/embed/kC_ySdEPOC4" frameborder="0" allow="accelerometer; autoplay; encrypted-media; gyroscope; picture-in-picture" allowfullscreen></iframe>`
  
- <https://www.youtube.com/watch?v=failylRONrY>
- Claude Steele on his “Whistling Vivaldi” book



# Impact of Bias and Stereotyping Using Claude Steele's video....

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- What is a stereotype threat?
- What groups are affected by the stereotype threat?
- What is the antidote to stereotype threat?
- What leads to a sense of identity safety?

# FEAR

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- What is the “language of fear?” ( Brent Staples reflection)
- What can arise from displaced, unchecked fear between groups?
- Jumping ahead a little, but we need to start thinking about this now...how can and do local, national, and world leaders use fear to influence the thinking of the people in their country?



# Single Story

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- <https://www.facinghistory.org/resource-library/video/danger-single-story>
- Danger of a Single Story video
- Single story reading...
- Dangerous trends:
  - Assumption
  - Prejudice
  - Discrimination

# Confirmation/Disconfirmational Bias

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<https://www.facinghistory.org/resource-library/video/defining-confirmation-bias>

What is Confirmation Bias?

- When we accept information unquestioningly as long as it reinforces our existing beliefs.
- Disconfirmational bias-we are too critical of information we do not want to hear.

HOW CAN THIS BE DANGEROUS?!

<https://www.youtube.com/watch?v=vKA4w2O61Xo>

How to get at the truth....



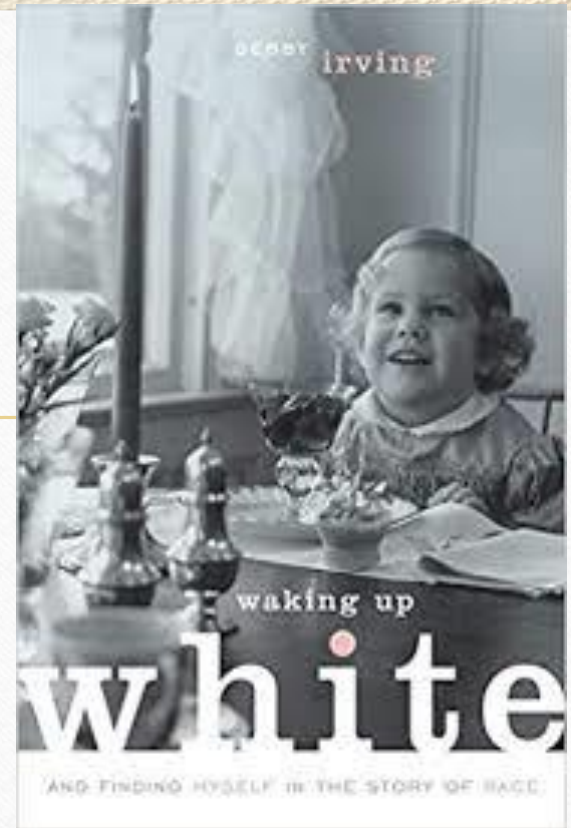
# Introduction to Race

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- <https://www.facinghistory.org/resource-library/video/race-power-illusion-difference-between-us> Race: The Power of Illusion (through Facing History site)
- <https://www.youtube.com/watch?v=ami3nF3N0T4>
- Remember the Titans “Making the Team” video
- <https://www.youtube.com/watch?v=HJ7z2B105gc>
- Getting off the bus...
- National Geographic Article
- <https://www.nationalgeographic.com/magazine/2018/04/race-twins-black-white-biggs/#/3-twins-black-white.jpg>

# Race

- My newest find: Debbie Irving, *Waking Up White*
- <https://debbyirving.com/the-book/>
- She uses many of the same sources
- Worked well with a predominantly white student body
- Many “ah hah” moments...and many uncomfortable moments, as students realized the systemic, power based racism that exists around them.
- The case of Cynthia dying while running across seven lanes of traffic was powerful...





# Nationalism

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- See Google Classroom....
  - Define Nation.
  - What is Nationalism?

# Quick processing activity

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- Forces of Division, “Silent Graffiti” Activity
- Pick one quotation and make a comment...what “force,” if it isn’t explicitly stated, does it match? Then, pick one other quotation and reply in writing to another person’s comment.
  - Adapted from Facing History’s Silent Graffiti Assignment





The attitude energy of a nation plays a big role in the country's overall wellbeing but there's also more important factors than ones emotions.

While this quote could relate to nationalism as it promotes common identity and we see for one's country, I feel Hamilton's address that citizens must be free from bias and prejudice is more beneficial.

This is true, as least having could most definitely lead to a great society.

This includes a lot of principals of Civic Nationalism what Primordialism Civic Nationalism Do you see?

This definition is what Nationalism was supposed to be until we ruined it. People with common principles yet exempt from their bias and pre-judice must be treated

I don't ~~disagree~~ necessarily disagree with this, but I don't wholeheartedly agree either.

This quote reminds me most of patriotism and what the US was founded on more than Nationalism.

I agree

MAURO



# Genocide

- Raphael Lemkin passionate mission to get this crime recognized.
  - Critical question: have you ever been this passionate about something? What would you do if you had to tell someone something, and they would not listen?
- 
- Videos on Lemkin:
  - <https://www.facinghistory.org/resource-library/video/conventional-revolution-raphael-lemkin-and-crime-without-name>
  - Use Genocide Convention here... Students should understand the full definition of Genocide as defined by the United Nations Genocide Convention. They could also research Lemkin's original intention, which included more than what ended up in the UNGC. (Choices Program has great activities here)
  - *The Spector of Genocide: Mass Murder in Historical Perspective*, Robert Gellately and Ben Kiernan
  - *The Problem from Hell*, Samantha Power
  - *War and Genocide*, Doris Bergen



# How do we get here?



Gas chamber and crematoria at Auschwitz I



# How did the forces of division manifest in Genocide?

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- Stereotyping, bias, creating the “other,” making groups...
- Racism
- Nationalism
- Antisemitism



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Stereotyping, bias, prejudice, creation of  
THE OTHER

# Armenians

- **Armenia:** Armenians went from being considered a legitimate “millet” of the Ottoman Empire (ethno-religious community group) to a rival nationality that had to be made into the enemy. Their close proximity to Russia and their economic progress just prior to World War I made them a threat.
  - Robert F. Melson, *Revolution and Genocide* (138-139)g
- “ I admit that we deported many Armenians from our eastern provinces, but we never acted in this matter upon a previously prepared scheme. The responsibility for these acts falls first of all upon the deported people themselves...But there was another group, who sincerely believed that the general interest of the community necessitated the punishment alike of those Armenians who massacred the guiltless Mohammedans and those who helped the Armenian bandits to endanger our national life. The Turkish elements here referred to were short-sighted, fanatic, and yet sincere in their belief. The public encouraged them, and they had the general approval behind them. They were numerous and strong. Their open and immediate punishment would have aroused great discontent among the people, who favored their acts.” (Talaat Pasha, Posthumous Memoirs on Armenian Deportation)



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“In order to justify this enormous crime the requisite propaganda material was thoroughly prepared in Istanbul. [It included such statements as] 'the Armenians are in league with the enemy. They will launch an uprising in Istanbul, kill off the Ittihadist leaders and will succeed in opening up the straits.’”

Vahakan, Dadrian

# Holocaust

**“No Community and no unity exists without the ‘other:’ those who do not belong, who really or supposedly threaten the community either physically or just by looking different.”  
World War I created a sense of comradeship among German soldiers—a word that spread through Nazi Germany.**

**A “national comradeship” emerged that used Social Darwinism to promote Germans as superior—those who were “racially inferior were to be annihilated or enslaved,” and their property distributed to Aryans. A massive movement to create a new “species,” emerged, the Aryan Volksgemeinschaft, focused on unity and self-sacrifice..and separating those who belong from those who don’t.**

**The Jew became the “racial paradigm” of a “domestic enemy” and was subjected to world wide conspiracy theories as the enemy...it became a fight for the “German soul.”**

**(Thomas Kuhne, *Belonging and Genocide*, 33-39).**



# Rwanda

- **Constructing a Rhetoric of “Us” versus “Them”**
- **Rwanda was colonized by Germany in 1897 before Belgium took over control in 1916. In colonial administration, Europeans generally considered Tutsis as a superior group, and thus collaborated with the Tutsi monarchy to rule Rwanda. Where being Tutsi was commonly equated with a life of superiority and domination, being a Hutu was associated with a life of inferiority and subordination. Tutsis were predominantly herdsman, whilst the majority of Hutus were farmers. Although being often described as ‘ethnic’ groups, Hutus and Tutsis differed in occupation rather than in terms of ethnic attributes.**



## Rwanda Continued...

Despite these assertions, the conflict is commonly portrayed as an ethnic conflict, where group identities were artificially entrenched by colonial powers. The identities of Hutus and Tutsis were further constructed and reinforced by Belgian colonialists when they introduced identity cards in 1933, assigning the ethnicity of Hutu, Tutsi or Twa to each Rwandan. A formerly ranked, but flexible system (which offered some level of social mobility), became a rigid system divided by largely-artificial ethnic delineation. Of crucial importance, following Rwanda's independence in 1962, the Hutu government maintained the colonial policy of identity cards, espoused anti-Tutsi propaganda and continued the keeping of ethnic quotas. This historical context is highly relevant, as much of the propaganda surrounding the genocide drew upon the distinctions and policies implemented during colonial rule...The perception of "us" versus "them" was transmitted through generations and became institutionalized.



# Rwanda

Following the RPF invasion, media outlets such as the newspaper '*Kangura*', '*Radio Rwanda*' and in 1993 '*Radio Mille Collines*' (RTLM), became tools of mass propaganda. These media sources portrayed extreme ethnic distinctions, defining Tutsis as 'the enemy' and *Kangura* published the infamous Hutu 'Ten Commandments', a widely circulated, militant 'Hutu Power' doctrine.

Sometimes popular music was mixed with incitement to murder. Propaganda fueled hysterical fear of Tutsis and blurred the line between the RPF and domestic Tutsis. Consequently, Tutsis in general were identified as an 'invading force' and in emphasizing the 'alienness', cleverness and deceitfulness of Tutsis, propaganda established them as a 'permanent threat'.

A lack of alternative media sources in Rwanda contributed to the attention these outlets received. What made propaganda particularly effective was the simultaneous dehumanization of Tutsi and the legitimization of their extermination.

<http://www.hscentre.org/sub-saharan-africa/media-tool-war-propaganda-rwandan-genocide>

# Rwanda

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- Rwanda: The Hutu Ten Commandments  
[http://www.uwosh.edu/faculty\\_staff/henson/188/rwanda\\_kangura\\_ten.html](http://www.uwosh.edu/faculty_staff/henson/188/rwanda_kangura_ten.html)
- Also, article from Human Rights Watch:
- <https://www.hrw.org/reports/1999/rwanda/Geno1-3-09.htm#TopOfPage>



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Racism

- **Facing History resource on Armenian Genocide, British historian Christopher Walker:**

“Turkish nationalism based on the Turkish race. This was an idea that developed and gained popularity among Turkish thinkers from the 1890s. It grew from ideas expounded by Europeans who were friendly to the Turks and who perhaps also sought to weaken imperial Russia. The idea that the Turks were not just the ruling elite in a declining empire, but had a vast kinship, based on race and the Turkic languages, stretching from the Balkans to Siberia, was attractive, something to revive them after the hangover of democracy. Turkism soon became the central ideology of the Young Turks.” (Facing History Armenian Genocide resource 61-62)

Racism and pseudo-scientific racist thinking known as eugenics were becoming increasingly influential among educated Americans and Europeans throughout the late nineteenth and early twentieth century. Eugenic ideals exerted a powerful influence over individuals as well as public policy in the United States and Europe and in the ways leaders in those countries related to people from across the world. Some Ottoman and Armenian scholars suggest that the ideology of Turkism was another expression of that pernicious form of racist thinking. (63-64)



U.S. Ambassador to Turkey, Henry Morgenthau, chronicled Talaat, Enver, and Djemal's implementation of Pan-Turkish policy in the remaining territories of the empire.

**“In place of a democratic constitutional state they resurrected the idea of Pan-Turkism; in place of equal treatment of all Ottomans, they decided to establish a country exclusively for Turks. . . . Their determination to uproot [Christian schools], or at least to transform them into Turkish institutions, was merely another detail in the same racial progress. Similarly they attempted to make all foreign business houses employ only Turkish labor, insisting that they should discharge their Greek, Armenian, and Jewish clerks, stenographers, workmen, and other employees. They ordered all foreign houses to keep their books in Turkish; they wanted to furnish employment for Turks, and enable them to acquire modern business methods...They developed a mania for suppressing all languages except Turkish. For decades French had been the accepted language of foreigners in Constantinople... One morning the astonished foreign residents discovered that all the French signs had been removed...Great confusion resulted from this change, but the ruling powers refused to restore the detested foreign language.” (65-66)**



# Racism-Holocaust

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- <https://encyclopedia.ushmm.org/content/en/article/nazi-racism>
- USHMM article from Holocaust Encyclopedia

“Hitler and other Nazi leaders viewed the Jews not as a religious group, but as a poisonous "race," which "lived off" the other races and weakened them. After Hitler took power, Nazi teachers in school classrooms began to apply the "principles" of racial science. They measured skull size and nose length, and recorded the color of their pupils' hair and eyes to determine whether students belonged to the true "Aryan race." Jewish and Romani (Gypsy) students were often humiliated in the process.”

Saul Friedlander....Redemptive Antisemitism



# Antisemitism

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- <https://encyclopedia.ushmm.org/content/en/article/antisemitism-1?series=21814>
  - USHMM section on Antisemitism
- <https://www.ushmm.org/confront-antisemitism/antisemitism-the-longest-hatred>
  - USHMM, Confronting Antisemitism link
- Echoes and Reflections:
  - <https://www.youtube.com/embed/re3kZcrKPmM>

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# Nationalism



- Holocaust: “Rallying the Nation”

- <https://encyclopedia.ushmm.org/content/en/article/rallying-the-nation>

# Balkans:

“ The Serbian nationalist sense of victimization and martyrdom rests on the Battle of Kosovo, where they were sacrificed to the greater good of Christianity, just as they were sacrificed in both world wars fighting for the Allies, and just as they were "sacrificed" to the greater good of Yugoslavia when Tito created two autonomous provinces within Serbia (Kosovo and Vojvodina) to prevent Serbian political dominance within the multinational state. By the mid-1980s, Serbian leaders had decided the time had come for Serb demonstrations in Kosovo. In April 1987, the Serbian government paid for buses to transport 10,000 to 15,000 Serbs and Montenegrins to an area near Kosovo Field. Milosevic accompanied the protesters in order to decry the "Albanian nationalists' lack of respect for law, order and equality."



# Balkans

“He called upon the Serbs and Montenegrins, who had been exiting Kosovo in large numbers throughout the decade, to remain on the historic soil. ~~“This is your land,” he told them, effectively excluding the~~ 90% ethnic Albanian majority in Kosovo.. In a speech to a cheering crowd on November 19, 1988, Milosevic made a dramatic plea on behalf of the Slavic minority in Kosovo, whose “boundless suffering [was] an incurable wound to their hearts and the heart of all Serbia.” He went on to declare that “we shall win the battle for Kosovo regardless of the obstacles facing us inside and outside the country ...”

Christina Posa, Harvard Law

School <http://home.olemiss.edu/~mldyer/balk/article1.html>, page 73

# Comparisons

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- <https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>
  - USHMM guidelines about teaching the Holocaust
- We must be careful in the comparison
- No two genocides are exactly alike-all have different context
- No comparison of suffering and pain-all suffering and pain is awful
- See possible chart in Google Classroom...which just addresses the causes of genocide



# Agency

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- Ten stages of Genocide

<http://www.genocidewatch.org/genocide/tenstagesofgenocide.html>

- Gives possible solutions

# Inspire

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- From my Ethnic Conflict, “Inspire” was born



# Inspire





This!

# NEHS

## CODE OF ETHICS

Promote acceptance and tolerance  
of each individual.

Treat each other as equals.

Possess self awareness - think  
before you speak, act, and write.

Demonstrate academic integrity.

< believe in yourself. >

Have the confidence to stand up  
for yourself and for one another.

Shatter the concept of normal.

**Mix it up!**

Step outside of your comfort zone.

Spread school pride!

WHO ARE WE? NORTH EAST!  
WHAT ARE WE? GOLD!





# Activism

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- <https://www.rescue.org/article/irc-and-sesame-workshop-bring-education-and-hope-refugee-children>

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Random Resources...



# Holocaust

- *Nazi Germany and the Jews*, Volumes I and II, Saul Friedlander
- *Bloodlands*, Timothy Snyder
- *Holocaust, A History* by Deborah Dwork and Robert Jan van Pelt
- *Belonging and Genocide: Hitler's Community, 1918-1945*
- *Teaching about the Holocaust* Samuel Totten, Stephen Feinbert
- *Hitler's Furies*, Wendy Lower
- *Holocaust by Bullets*, Father Patrick Desbois

# Armenia

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- 10 Point plan for Genocide <https://www.armenian-genocide.org/br-cup-memo-text.html>
- *Armenian Golgotha*, Grigoris Balakian
- *The Burning Tigris*, Peter Balakain
- *German Responsibility in the Armenian Genocide*



# Bosnia

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- *The Breakup of Yugoslavia and Its Aftermath*, Carol Rogel
- *The Cellist of Sarajevo*, Steven Galloway
- *The Tenth Circle of Hell*, Rezak Hukanovic (memoir of death camps in Bosnia, male )
- *S. A Novel about the Balkans*, Slavenka Drakulic (female, camps)
- <https://www.sciencespo.fr/mass-violence-war-massacre-resistance/en/document/srebrenica-massacre-july-11-16-1995>

# How Does Mass Murder Get Forgiven?

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- <https://www.youtube.com/watch?v=XuQkwMTxQVw>