

Title

Genocide at Srebrenica

Grade Level

9-12

Author

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Time Period

1 – 2 class periods

Lesson Objectives

By the end of the lesson the learner will be able to...

1. explain the events that occurred at Srebrenica
2. evaluate whether or not the massacre at Srebrenica was a genocide

Appropriate National Standards

4.e – examine the interactions of ethnic, national or cultural influences in specific situations or events

9.f – analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues and conflicts related to universal human rights

Background

In this lesson students read about the events at the Bosnian Muslim enclave of Srebrenica, and the massacre that happened there. Then, they compare their knowledge of the events to the UN's definition of genocide and evaluate whether or not genocide was committed at Srebrenica.

In order to have a fuller understanding of the genocide, the teacher may want to read other accounts of the Srebrenica massacre. The BBC version that is included provides students with basic information and an understanding of what happened, without going into too much graphic detail. Teachers may want to be more familiar with more in-depth information to help answer questions. Some online resources include:

http://www.gendercide.org/case_srebrenica.html

http://en.wikipedia.org/wiki/Srebrenica_massacre

Scholars who study Srebrenica have verified the accuracy of the Wikipedia article.

Materials

Copies of (or access to) the BBC timeline of events at Srebrenica:

<http://news.bbc.co.uk/2/hi/675945.stm>

Copies of Genocide in Srebrenica? worksheet

Copies of the UN definition of genocide:

http://www.ushmm.org/genocide/take_action/genocide

Copies of students' completed Defining Genocide Concept Chart, from the Defining Genocide lesson

Procedure

1. The teacher should introduce the lesson by explaining that students will be learning about the massacre at Srebrenica, the act of genocide committed during the Bosnian War. Before starting the lesson with the students, some key terms should be reviewed:
Safe areas – humanitarian corridors set up to protect pockets of Bosnian Muslims and provide avenues for aid. Overall, the definition and enforcement of these areas were very unclear.
Potocari – The UNPROFOR base near Srebrenica, manned by Dutch troops
2. The teacher should then distribute copies of the reading, or have students access the reading online.
3. The class should preferably read through the information together, so questions may be addressed as the reading progresses.
4. After the reading has been completed, the teacher will explain that students are now going to judge whether the massacre at Srebrenica was a genocide, using the UN's definition and their concept charts.
5. Students should then complete the "Genocide at Srebrenica" worksheet in small groups of 2-4.
6. Once groups have completed the worksheet, they should share their findings with the class.
7. The UN has decided that the events at Srebrenica do constitute an act of genocide. Groups that may argue that Srebrenica was not an act of genocide may focus on the idea that too few people were involved. It is important to stress that genocide is not necessarily about magnitude, nor should a genocide's severity be based on the number of people killed, or put into comparison with other genocides. All acts of genocide have a hugely disastrous impact on the populations involved, and that needs to be respected.

Assessment

Students should be assessed on the completion of their worksheet and participation in class discussion.

Extension Idea

The questions that students record for #5 on the worksheet can be used for further discussion and/or research.

If a class is mature enough, they could also discuss whether or not classifying an atrocity as genocide is important. Is an atrocity that is not considered genocide less important/horrible than one that is classified as such? Are the events at Srebrenica more important than other violent deaths that happened during the Bosnian War? Why should the international community define genocide, and is there any way to ensure it is consistently applied? How does perspective play a role in how genocide is defined?

Name: _____

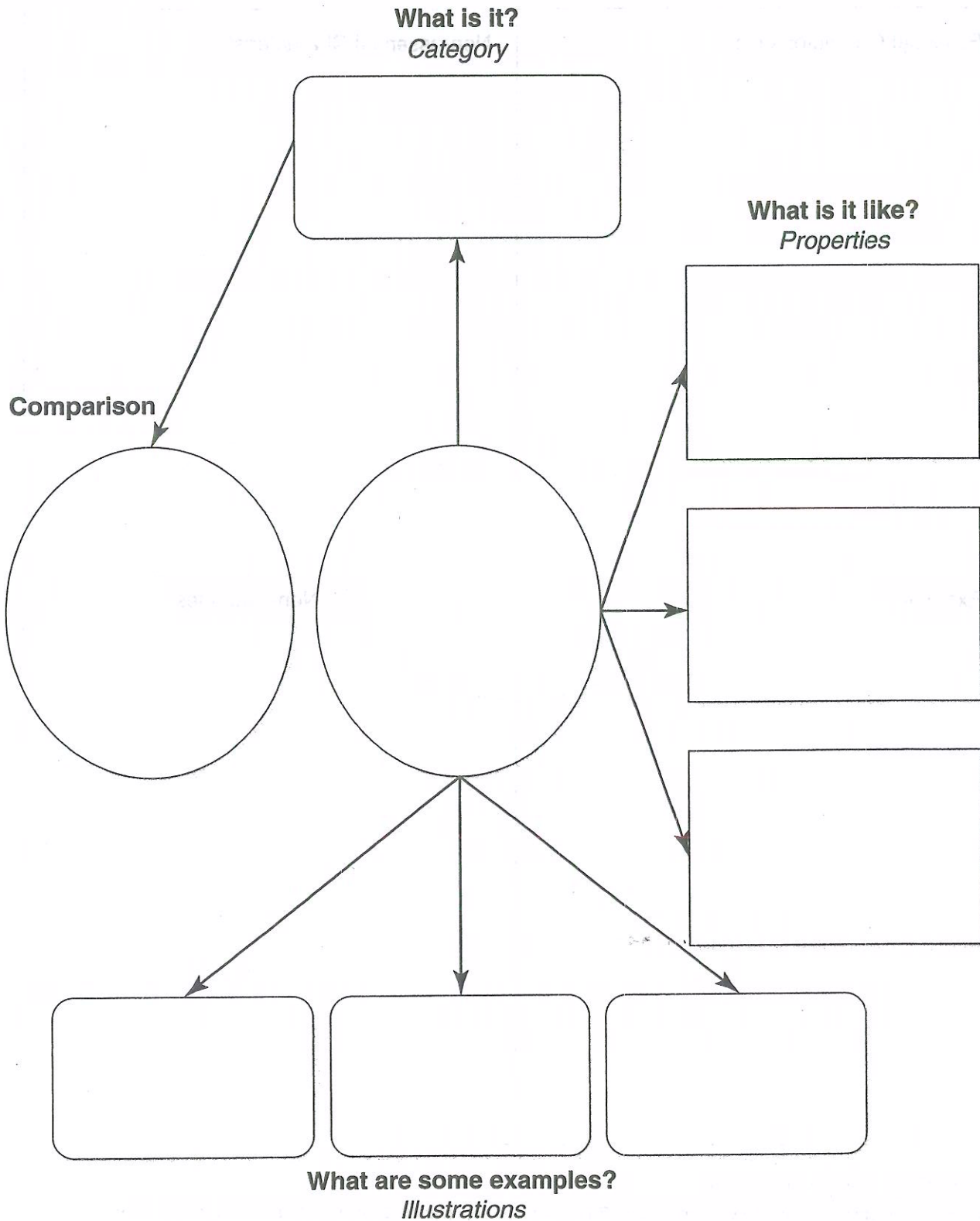
Genocide in Srebrenica?

Directions: Use the UN definition of genocide and the BBC timeline of the events at Srebrenica to answer the following questions:

1. List the five acts that can constitute genocide:
 - A.
 - B.
 - C.
 - D.
 - E.
2. What other condition has to exist to make the above acts “genocide?”
3. What events in Srebrenica fit the definition of genocide?
4. Would you consider the massacre at Srebrenica to be genocide? Explain your answer using evidence.
5. List two questions that came to mind as you read the BBC timeline of events at Srebrenica.

Name: _____

Date: _____

Concept of Definition Map

Name: _____

Date: _____

Frayer Model

Essential Characteristics	Non-essential Characteristics
Examples	Non-examples

(Frayer, Frederick, & Klausmeier, 1969)

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl (c)2001. Newark, DE: International Reading Association. May be copied for classroom use.