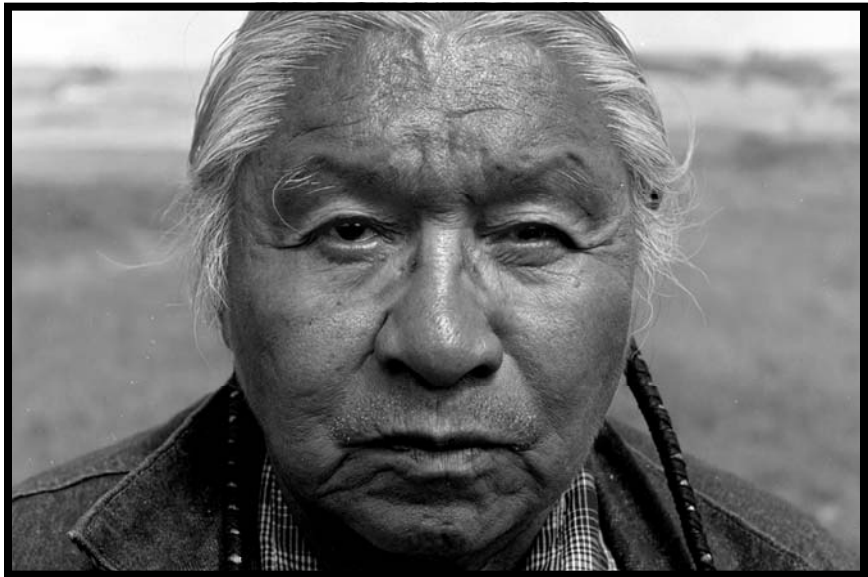


Lesson Eight



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Making the Connection





“Americans have been taught that their nation is civilized and humane. But, too often, U.S. actions have been uncivilized and inhumane.”

~ Howard Zinn

Lesson 8: Making the Connection

Goals: To connect global conflict and transitional justice mechanisms to conflict in one’s own life and country

- Objectives:**
- Students will identify past situations of conflict or oppression in U.S. history that are comparable to the international situations already examined and justify why such situations may warrant present day truth commissions or other measures to restore justice (activity 1)
 - Students will observe and classify conflicts in their own lives and make connections between the interpersonal and the international (activity 2)
 - Students will assess the dynamics of contemporary and historical conflicts at local, national, and international levels (activity 2)
 - Students will examine the effect their own actions/inaction can have on conflict situations (activity 2 and activity 3)

Essential Question: What are the connections between local conflict and global conflict?

Materials: Large piece of posterboard and computers with internet access
 Handout 1: Injustice in Our Own Nation’s History
 Handout 2: Injustice in U.S. History Resources
 Handout 3: Conflict Continuum Cards
 Handout 4: The Conflict Continuum Worksheet
 Handout 5: Questions for “37 Who Saw Murder Didn’t Call the Police”
 Download the article “37 Who Saw Murder Didn’t Call the Police” from the New York Times website: www.nytimes.com

Resources: See the resource list in Handout 2 of this lesson and in the Appendix

Time Frame: 3 class periods

Age Level: High school - adult

Vocabulary: Atonement, bystander effect, continuum, diffusion of responsibility, indigenous, redress, reparations

Teacher Background: Lesson eight is dedicated to helping students connect what they have learned on conflict and transitional justice throughout this curriculum to issues that affect their own lives and their own country. For activity one, students need a general knowledge of U.S. history. Although the issues in this activity may pertain to past events, their consequences are current and may be extremely relevant to the students’ lives - be sensitive to the needs of your class as you move through this topic. Activity two bridges the connection between local and global conflict, challenging students to analyze conflict, whether interpersonal or international, in a systemic way. Activity three further emphasizes the importance of one’s own actions and the power each individual has to make choices that can end the cycle of violence.

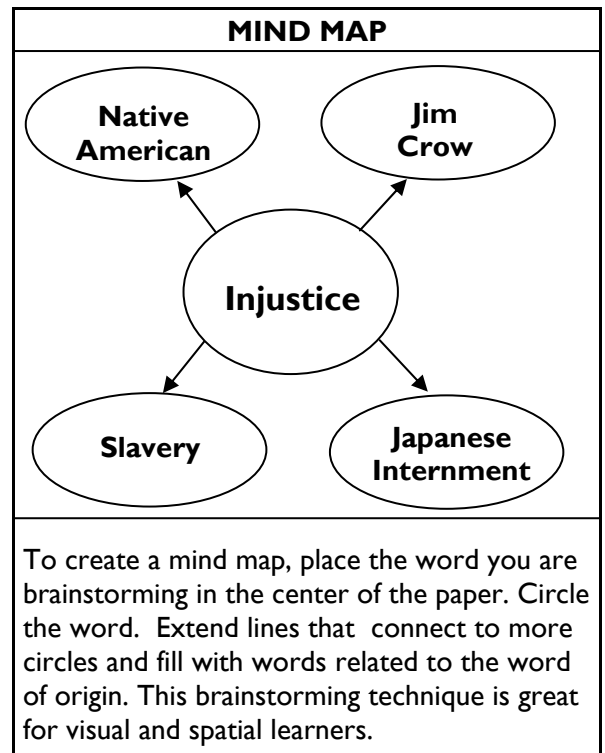


Activity 1: Let's Talk about Our History

(Approx. 2 class periods)

Procedure:

- 1. Explain.** Explain to the class that the next lesson will deal with injustice and justice in our own country, the United States of America. *If this lesson is being used in a country other than the U.S., modify accordingly.*
- 2. Investigate.** Have students get into groups of four to five. Give each student a copy of Handout 1: Injustice in Our Own Nation's History and ask them to follow the directions on the sheet. Explain to the students that they will be brainstorming past injustices that occurred in U.S. history that may be similar to the international situations they have already studied. Assign group roles. Each group is to have a "scribe" and a "reporter," and the remaining students are "justifiers." Justifiers will be called on to explain why each event was a past injustice that must be rectified/reconciled/acknowledged in the present. Answers to the activity may include: slavery of African Americans, Jim Crow laws, Japanese internment camps, denying the vote to women, or the treatment of Native Americans. Encourage students to come up with their own answers rather than suggesting these historical events for them. Provide them with Handout 2: Injustice in U.S. History Resources for further investigation.
- 3. Mind Map.** On a large, visible piece of paper, write the word "**injustice**" in bold letters, and circle the word. This will be the center of the mind map (see example in box). Next, call each group up to the mind map one at a time. Have the scribe from each group record their answers on the mind map while the reporter reads them aloud to the entire class. Have the justifiers explain their answers to the group using the questions in their handout (also seen below) and state why they think the historic event(s) they chose can be considered an injustice and why they believe it is worthy of redress. Make sure that every group has time to share their own answers and "justify" them, even if this activity takes more than one class period. It is important to have a wide variety of historical events for the class to draw upon for Step 5 of this activity.



Questions for Discussion

- Why do you believe the situations you chose can be considered injustices?
- What happened? When and why? Who were the victims? Who were the perpetrators? Who was responsible for the injustice?
- Who is alive that may still suffer the effects of these events?
- Why might these past events deserve to be resolved in the present?

(Activity continued on next page) →



Activity 1: Let's Talk about Our History (continued)

4. Discuss. Once everyone has contributed to the mind map, add to what each group has already discussed by asking additional questions, such as:

Questions for Discussion

- How are these events and occurrences in U.S. history similar to and different from the events and occurrences in previous lessons?
- Are there any events taking place in the United States today that could be investigated and subjected to a truth commission?
- If you could write the history books, how would they look different than they do now? What would you write about the events and occurrences brainstormed in the group activity? Who writes history? How does the way history is framed shape our perceptions of it?

5. What Should Be Done? In small groups have students recall the occurrences/events in U.S. history from the mind map. Discuss in each group what types of transitional justice mechanisms would be appropriate for the occurrences that were listed. Using the questions below, have each group choose one event and come up with a transitional justice plan that they believe would be effective at addressing the human rights abuses that occurred. It may be helpful to give students Handout 6: Roads to Peace from Lesson 2, which lists the different types of transitional justice mechanisms and their definitions. Directions and questions for this part of the activity are also provided for students in Handout 1: Injustice in Our Own Nation's History.

Questions for Discussion

- What transitional justice mechanism do you believe would be the most effective in addressing the human rights abuses that occurred for the historic event you chose?
- Why did you choose this transitional justice mechanism?
- What are the main issues you would address and how?
- What would be the key components to the transitional justice mechanism you chose?
- How can the experiences of transitional justice in other nations assist in the creation of your transitional justice plan?

6. Present. Have students choose one event/occurrence and develop in their small groups a Transitional Justice Plan of Action to present to the class.

Activity 2: From the Classroom to the World

(Approx. 2-4 class periods)

Procedure:

- 1. Observe.** For a few days have students observe the conflicts they see in their everyday lives whether they are at home, on the bus, at school, or in their community. Ask them to record these conflicts on 3x5 cards. Ask them to have at least 3 conflicts they are willing to share with the class.
- 2. Small Group Work.** Split students up evenly into small groups. Have them share their observations and come up with classifications for the types of conflicts they observed. They might classify them on the basis of who was involved, the type of behavior, the way the conflict escalated, etc. Some examples are: name-calling conflicts, yelling matches, value differences, or conflicts about who owns something.
- 3. Share and Discuss.** Have each group share the categories they developed with the class. List them on a sheet or newsprint. Discuss the following as a large group:

Questions for Discussion

- Are there other national or global conflicts that could fit in the categories you created?
- How do these categories compare to the types of conflicts we have studied in class?
- What are the similarities and differences in the local conflicts you observed and the world conflicts we have studied?

- 4. Journal and Discuss.** Ask students to spend 20 minutes writing in their journals about their own experiences and understanding of the connection between conflict and violence. If students don't have personal experience, ask them to journal on violence experienced by an individual from current events or by someone they know. Ask students to think about where violence comes from and how it manifests itself. Have them reflect on the role of the individual in manifesting and/or preventing violence in a conflict. After they are finished, have students share thoughts from their journals either in small groups or in the large group. If necessary, help students bridge the connection between small-scale and large-scale violence.
- 5. Sequencing.** Have the students go back to their small groups. Give each small group multiple sets of the cards in Handout 3: Conflict Continuum Cards, and give each student Handout 4: The Conflict Continuum Worksheet. Identify a conflict situation that stems from a piece of literature, current event, or historical situation that the class has been studying, or ask students to select an example of one of the above. Using this example, ask each group to work together to document the sequence of a conflict situation by placing the cards in order according to the various criteria on the worksheet. Explain to the students that they may not be able to apply all of the cards to each situation. Urge them, however, to apply as many cards as possible to each criterion.

Once the group is finished, ask each student to choose one of the conflicts they observed and wrote down on a 3x5 card. Using the conflict continuum cards, have each student work alone to create a continuum that illustrates the sequence they think their conflict follows.

(Activity continued on next page) →

Source: Adapted from "From the Playground to the World" by William A. Kreidler and "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility (2004)*. <http://www.esrnational.org/>





Activity 2: From the Classroom to the World (continued)

- 6. Share.** Ask two different groups of students to work together to discuss their responses. Ask them to compare and contrast the sequencing of one group with the other and how this compares to the sequencing they did on their own. Ask them to discuss the following questions:

Questions for Discussion

- What evidence, theory, or experience did your group draw upon to support your designations?
- At what point in the sequencing activity did you have differences of opinion about where to place the words or phrases?
- Was it easier or more difficult to discuss conflict in abstract, or apply it to a specific situation? Why?

- 7. Explain and Discuss:** Write the following sequence on the board:

- 1) Lack of clarity, awareness, or information
- 2) Misinformation
- 3) Differences of opinion
- 4) Disagreement
- 5) Argument
- 6) Dispute
- 7) Verbal threats or intimidation
- 8) Threatening postures and facial expressions
- 9) Verbal and psychological attacks and abuse
- 10) Physical acts of aggression and abuse.

Explain to the students that conflict situations often escalate in this sequence. Discuss the following question as a group:

Questions for Discussion

- Compare and contrast this typical sequence with those established by students during the activity.
- Reflecting on this activity and the classifications for conflict the class came up with earlier, what connections do you see between personal conflict and global conflict?
- What did this activity tell you about how the stages of a conflict escalate or de-escalate?
- Can you see ways in which the conflicts you examined could have been peacefully resolved?
- In your own experience, what tools, skills, or strategies can stop or transform a conflict from escalating into violence?

- 8. Journal and Share.** Ask students to journal about a situation when their action/inaction and/or behavior fueled a conflict and what they could have done differently to de-escalate the situation. Ask them to think of a time when their action/inaction and/or behavior helped to peacefully resolve or de-escalate a conflict. If time permits, have students volunteer to share their experiences with the class.

Source: Adapted from "From the Playground to the World" by William A. Kreidler and "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility* (2004). <http://www.esrnational.org/>

Activity 3: Don't Just Stand There!



Procedure:

1. **Read.** Have students read the article from the New York Times, published in 1964, of the murder of Catherine Genovese entitled, "37 Who Saw Murder Didn't Call the Police." The article tells the story of how on March 27, 1964, for more than half an hour 37 respectable, law-abiding citizens in Queens watched a killer stalk and stab Catherine Genovese in three separate attacks. Not one person telephoned the police during the assault and the story became a cultural landmark, making infamous the phrase, "We didn't want to get involved." Download the article from www.nytimes.com.
2. **Discuss.** In small groups, have students go over the discussion questions in Handout 5: Questions for "37 Who Saw Murder Didn't Call the Police."

Questions for Discussion

- Why do you think the neighbors responded the way they did and why did so many fail to act?
- Was there a legitimate cause for fear on the part of the neighbors?
- What would you have done?
- Where would the actions of the neighbors fit along the continuum from Activity 1?
- Who is to blame for the murder of Catherine Genovese?
- Do you think the actions of the neighbors contradict our idea of peace? If so, how? If not, why?
- What do we learn from this lesson in history?
- Have there been other lessons in more recent years that remind us of this story?

3. **Define.** Let students know that social psychologists often use this story to explain what is known as the bystander effect (or "Genovese effect") which seeks to explain why so many people, such as those in this story, often fail to act. The theory behind this phenomenon is that an individual's likelihood of helping a person in need is directly tied to the number of people witnessing the person's need at the same time. According to the psychological literature on the bystander effect, a person is far less likely to help someone else in need if he or she is not the sole witness to the person in need. The suggested reason for this phenomenon is the diffusion of responsibility. When in an emergency situation with a large group of people, each individual assumes that someone else will handle the situation. The more people that are in a group, the less responsible each individual feels.
4. **Discuss.** As a class, ask students to share some of their small group discussion. Use the following questions to further guide the discussion:

Questions for Discussion

- How is the Catherine Genovese story similar to or different from stories of injustice that we have discussed in our unit?
- Can you apply the bystander effect to conflict and violence on an international level?
- Can countries themselves fail to act due to diffusion of responsibility?
- What about the failure of a government to act in response to the needs of their own people? Could this be considered the bystander effect?
- In what ways have you individually failed to act due to this phenomenon?

5. **Journal.** Recall an incident where you witnessed an injustice, but failed to intervene. Why did you fail to intervene? How did you feel afterwards? If students are having trouble remembering an incident, remind students that injustice and violence can also be structural, such as hunger and poverty.

INJUSTICE IN OUR OWN NATION'S HISTORY

Instructions:

Your group will work together to brainstorm incidents of past injustice in U.S. history. Try to think of at least three situations of past injustice that occurred in U.S. history that may be similar to international situations you know about or you have already studied. Research the injustice you identified and answer the questions below. See [Handout 2: Injustice in U.S. History Resources](#) for help with your research. Each group member should choose one of the following roles:

Scribe: One person will act as a “scribe,” writing down the answers on a separate sheet of paper for the group. Later, the scribe will record the answer for the entire class on the class mind-map.

Reporter: Another person will be a “reporter.” The reporter will help the scribe to record the group’s answer for the entire class by reading the group’s answers out loud while the scribe writes on the mind map.

Justifiers: The remaining group participants will be “justifiers.” They are responsible for explaining and justifying the group’s answer in front of the class.

Consider the following questions: *(Record your answers on a separate sheet of paper)*

- Why do you believe the situations you chose can be considered injustices?
- What happened?
- When and why?
- Who were the victims? Who was responsible for the injustice?
- Who is alive that may still suffer the effects of these events?
- Why might these past events deserve to be resolved in the present?

After the class has created the mind map, return to your small groups and review the list of injustices in U.S. history created by the class. Select one of the occurrences/historic events on the list and come up with a transitional justice plan that you believe would be effective in addressing the human rights abuses that occurred. As a group, answer the following questions:

- What transitional justice mechanism do you believe would be the most effective in addressing the human rights abuses that occurred for the historic event you chose?
- Why did you choose this transitional justice mechanism?
- What are the main issues you would address and how would you address them?
- What would be the key components to the transitional justice mechanism you chose?
- How can the experiences of transitional justice in other nations assist in the creation of your transitional justice plan?



INJUSTICE IN U.S. HISTORY RESOURCES

SLAVERY REPARATIONS RESOURCES

- **Africa Calls for Slavery Apology.** This article from CNN talks about the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance in 2001 where the question of compensation for slavery was one of the most controversial topics at the conference. <http://archives.cnn.com/2001/WORLD/africa/09/01/durban.slavery/index.html>
- **An Approach to Reparations.** This position paper by Human Rights Watch discusses a feasible possibility for reparations. <http://hrw.org/english/docs/2001/07/19/global285.htm>
- **The Cultural War Over Reparations for Slavery.** By Alfred Brophy. This article explains why the issue of reparations is controversial to some. It presents arguments used against reparations, as well as the usefulness, utility and disadvantages of reparations. <http://academic.udayton.edu/race/02rights/repara29.htm>
- **The Legal Basis for the Claims for Reparations.** By Lord Anthony Gifford. An article from the African Reparations Movement that outlines seven major arguments for the legal basis for claims of reparations for slavery. www.arm.arc.co.uk/legalBasis.html
- **10 Reasons Why Reparations are Bad for Blacks and Racists Too.** By David Horowitz. An article against the notion of reparations. www.frontpagemag.com/Articles/Printable.asp?ID=1098
- **10 Reasons Why Considering Reparations is a Good Idea for Americans, and Horowitz Too.** By Earl Ofari Hutchinson. A rebuttal to the Horowitz article. www.zmag.org/hutch10.htm
- **The Case for Slavery Reparations.** By Brandt Williams. A MN Public Radio report on the discussion of reparations in North Minneapolis in 2000. Joining the panel was Randall Robinson, author of *The Debt: What America Owes to Blacks*, and other activists. The site also contains useful links to other resources. http://news.minnesota.publicradio.org/features/200011/13_williamsb_reparations/

- **Reparations for Slavery Debate.** This special report by the Carnegie Council compares Horowitz's and Robinson's arguments, major ethical questions and links to other sites. www.cceia.org/resources/picks/175.html
- **Reparations: Rastafari Pathway to World Peace.** By Barbara Makeda Blake Hannah. An article of the history of the slavery reparations movement mainly focused on Rastafarians. www.geocities.com/maskel2001/reparationspaper.txt
- **Reparations for African American Slavery.** A text that describes the pro-con arguments of reparations and how slavery has affected African Americans here and African communities abroad. www.straightblack.com/culture/African-American-Articles/African-American-Slavery-Reparations.html

RACE CRIMES REPARATIONS RESOURCES

- **The Tulsa Race Riot of 1921.** This website offers a history of the event and includes photographs from that time. www.montgomerycollege.org/Departments/hpolscrv/VdeLaOliva.html
- **Panel Recommends Reparations In Long-Ignored Tulsa Race Riot.** By Jim Yardley. *New York Times* article on February 5, 2000, about how the Oklahoma commission found that reparations should be paid to the black survivors of the 1921 riot. www.nytimes.com
- **The Clayton Jackson McGhie Memorial.** This site is dedicated to the memorial that was erected in honor of the three African American men who were lynched in Duluth, MN. It provides history on the event, photos of the memorial, and additional resource links for more information. www.claytonjacksonmcghie.org/
- **Duluth Lynching On-Line.** This comprehensive site by the Minnesota Historical Society provides excellent information on the background, the event, the legal proceedings, and what happened afterward. It even includes oral histories, commentaries, and additional information. <http://collections.mnhs.org/duluthlynchings/>



INJUSTICE IN U.S. HISTORY RESOURCES

- **Duluth Remembers 1920 Lynching.** By Ken Olson. This article briefly talks about the incident itself, and focuses more on what Duluth, MN has recently done to heal the city's wounds and atone for the lynching of three men. http://www.tolerance.org/news/article_tol.jsp?id=879
- **Elaine Riot Project: The Event.** This site offers information about the event and contains many links to articles, books, and other websites regarding the race riot. www.clt.astate.edu/sarahwf/elainrt/elavevt1.html
- **Community Revisits 1919 Race Riots.** By Peggy Harris. An Associate Press article on Feb. 10, 2000. that discusses the current race relations in Phillips County, Arkansas and the community's examination of what occurred during the race riots. http://richlabonte.net/exonews/xtra4/community_revisits.htm
- **Race Riots in Elaine, Arkansas.** This is an article in the African American Registry about the Elaine Race Riots. www.aaregistry.com/african_american_history/1204/Race_riot_in_Elaine_Arkansas
- **Wikipedia: Elaine Race Riots.** This alternative encyclopedia contains a great description of the event, as well as additional information. http://en.wikipedia.org/wiki/Elaine_Race_Riot
- **Native American Leaders Write Road Map for Trust Fund Reform.** An article about the potential reparations Native Americans could be receiving from the U.S. Government. After years of litigation over the federal government's gross mismanagement of money supposedly earmarked for American Indians, a political solution may finally be in the works. http://newstandard_news.net/content/index.cfm/items/2064
- **Conquest and Compensation.** This article examines the difficulties of reparations concerning African Americans and Native Americans, and the inherent difficulty of offering land to descendants of slaves that belonged to American Indians long before the arrival of the slaves. The article discusses ways to re-imagine our approach to reparations and how monetary reparations are simply insufficient and miss the point, particularly from a Native American standpoint. www.encyclopedia.com/doc/1G1-154550203.html
- **Tennessee Reparation Survey.** This website is based on a poll taken in Tennessee that includes the issue of reparations for primarily African Americans, but includes Native Americans and Japanese Americans who experienced detention camps. www.mtsusurveygroup.org/mtpoll/f2001/Fall%202001%20PDF%20Report%20MTPoll.pdf

INDIGENOUS REPARATIONS RESOURCES

- **Social Justice Report 2000.** By the Aboriginal and Torres Strait Islander Social Justice Commissioner in Australia, has a history on Australia's abuse of the Aboriginal people, comparisons to other countries, and chapters on achieving meaningful reconciliation. www.hreoc.gov.au/social_justice/sj_report/chap5.html
- **Beyond Reparations: An American Indian Theory of Justice.** This abstract discusses the idea that reparations must be a group by group issue. The Native American situation is different from the African American situation, which is different from all the other issues of reparations within the U.S. This abstract (with a link to the actual article) discusses how we should view and deal with reparations in regard to Native Americans. http://papers.ssm.com/sol3/papers.cfm?abstract_id=515231

JAPANESE INTERNMENT REPARATIONS RESOURCES

- **Children of the Camps: Internment History.** This website details the Japanese internment camps in the U.S. during and after World War II. The website gives a brief history, displays the bills passed by Congress (which includes the bill to intern Japanese Americans, the redress bill for reparations, and the letter of apology from President Clinton), a brief overview of the camps, a timeline, and the health problems that developed from being forced into the internment camps. www.pbs.org/childofcamp/history/index.html
- **Internment of Japanese Americans in Concentration Camps.** This website is a database concerning the Japanese American Internment camps. The information here is more robust than the information presented in the PBS website (detailed above), but requires further navigation. The information is very thorough and offers many resources about this period in American history. <http://academic.udayton.edu/race/02rights/intern01.htm>



CONFLICT CONTINUUM CARDS

<p>Lack of clarity, awareness, or information</p>	<p>Misinformation</p>
<p>Differences of opinion</p>	<p>Disagreement</p>
<p>Argument</p>	<p>Dispute</p>
<p>Verbal threats or intimidation</p>	<p>Threatening postures and facial expressions</p>
<p>Verbal and psychological attacks and abuse</p>	<p>Physical acts of aggression and abuse</p>



Source: "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility* (2004). <http://www.esnational.org/>

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THE CONFLICT CONTINUUM WORKSHEET

Using the words and terms on your ten cards, create a continuum that illustrates the most typical sequence that you think most conflicts follow.

Selecting from the words and terms on your ten cards, create a continuum that best reflects how the emotional intensity of the parties involved would likely escalate.

Selecting from the words and terms on your ten cards, create a continuum where prevention strategies are a possible response.

Using the words and terms on your ten cards, create a continuum where intervention may be the only possible response.

Using the words and terms on your ten cards, create a continuum that demonstrates how the conflict that you are studying could be more peaceably resolved.



QUESTIONS FOR “37 WHO SAW MURDER DIDN'T CALL THE POLICE”

Discussion Questions:

- **Why do you think the neighbors responded the way they did?**
- **Why did so many fail to act?**
- **Was there a legitimate cause for fear on the part of the neighbors?**
- **What would you have done?**
- **Where would the actions of the neighbors fit along the conflict continuum?**
- **Who is to blame for the murder of Catherine Genovese?**
- **Do you think the actions of the neighbors contradict our idea of peace? If so, how? If not, why?**
- **What do we learn from this lesson in history?**
- **Have there been other lessons in more recent years that remind us of this story?**

