

RESISTANCE, AGENCY, AND EMPOWERMENT

The Armenian Genocide: A Timeline

Standards:

CA CCSS for ELA/Literacy: WHST 9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CA CCSS for ELA/Literacy: WHST 11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.

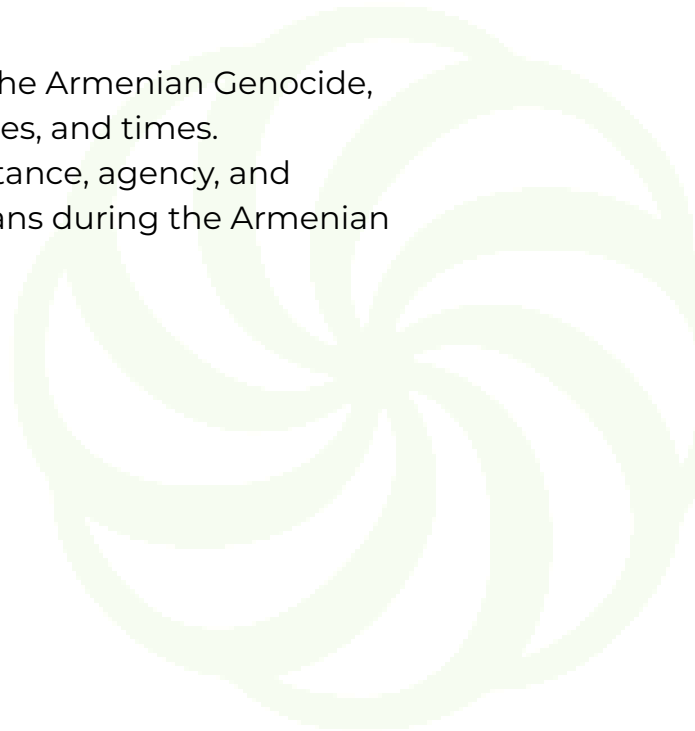
CA CCSS for ELA/Literacy: RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Lesson Objectives / Student Outcomes

- Students will gain an understanding of the Armenian Genocide, including significant events, people, places, and times.
- Students will apply the concepts of resistance, agency, and empowerment to the actions of Armenians during the Armenian Genocide.

Materials

- Notes from Day 4
- Poster board or large pieces of paper
- Markers, colored pencils, etc.



Differentiation

- Students can work independently, in pairs, or small groups to help accommodate student needs and time.
- Instead of a timeline, students could complete this Edpuzzle: [The Armenian Genocide](#)

Lesson Plan: 50 minutes

Review the concepts of resistance, agency, and empowerment.

Students should refer to the notes they took during Day 4, or other research they have completed, to create a timeline. They should be sure to maintain chronological order of events as they create their timelines on large pieces of paper or poster board. Students should consider the use of color, drawings, pictures, etc. to help engage the learner.

Formative and/or Summative Assessment

Once they've completed their timelines, direct students to a gallery walk around the room to examine their peers' work. Ask them to write an explanation of why they selected the events and people that they did, using conventional writing skills, with a topic sentence, evidence, and explanations.

Glossary:

Committee of Union and Progress: an organization within the Young Turk movement . It ruled the Ottoman Empire from 1913 to 1918 and oversaw the Armenian Genocide.

Special Organization (SO): a special forces unit associated with the War Department in the Ottoman Empire. As part of the recruitment process for the SO, the Ottoman government released violent people from prison if they were willing to join the group. The SO participated directly in carrying out the Armenian Genocide.

Young Turks: a coalition of various groups, founded in the late nineteenth century, initially proposing civil reforms and modernization, but later carrying out policies to remove non-Turks and create a purely Turkish and Islamic state.

Anatolia: It is a peninsula that forms the western edge of Asia. It falls between the Black Sea to the north, the Mediterranean Sea to the south, the Aegean Sea to the west and the Taurus Mountains to the east. Today, most of Anatolia falls within Turkey.

Armenian Apostolic Church: The earliest accounts of the introduction of Christianity into Armenia date from the 1st century A.D. when it was first preached by two Apostles of Jesus, St. Bartholomew and St. Thaddeus. The Kingdom of Armenia was the first state to adopt Christianity as its official religion, in 301.

Diaspora: The part of a national population that has been dispersed from its ancestral home or lands

Genocide: The deliberate and systematic destruction of a racial, political, or cultural group.

Ottoman Empire: An empire which lasted from 1453-1922 ruled by Seljuk Turks in Southwest Asia. At its height, the Empire stretched from Eastern Europe to North Africa. The Empire ended with the formation of modern Turkey.

Pan-Turkism: An ideology seeking the creation of a new Turkish empire stretching from Anatolia into Central Asia whose population would be exclusively Turkic.

Scapegoat: One that bears the blame for others.

Ambassador Henry Morgenthau: (1856-1946) The U.S. Ambassador to the Ottoman Empire during the Armenian Genocide. Morgenthau sent reports to Washington, DC that “a carefully planned scheme to thoroughly extinguish the Armenian race... a campaign of race extermination is in progress.”

Nationalism: Loyalty and devotion to a nation, especially a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.

Sultan: The title of a ruler or king of a Muslim state. It was the title used for the leaders of the Ottoman Empire. Talaat Pasha: (1847- 1921) The principal architect of the Armenian Genocide. In 1909 he was appointed Minister of the Interior, and then by 1913, Secretary General. After the Genocide, Talaat fled to Germany and in 1921 was gunned down by an Armenian who had lost his family to the genocide.

Turkification: The process of destroying cultures of non-Turkic origin within the Ottoman Empire during the final years of the Ottoman Empire and the early years of modern Turkey.



BASIC FACTS

Targets:

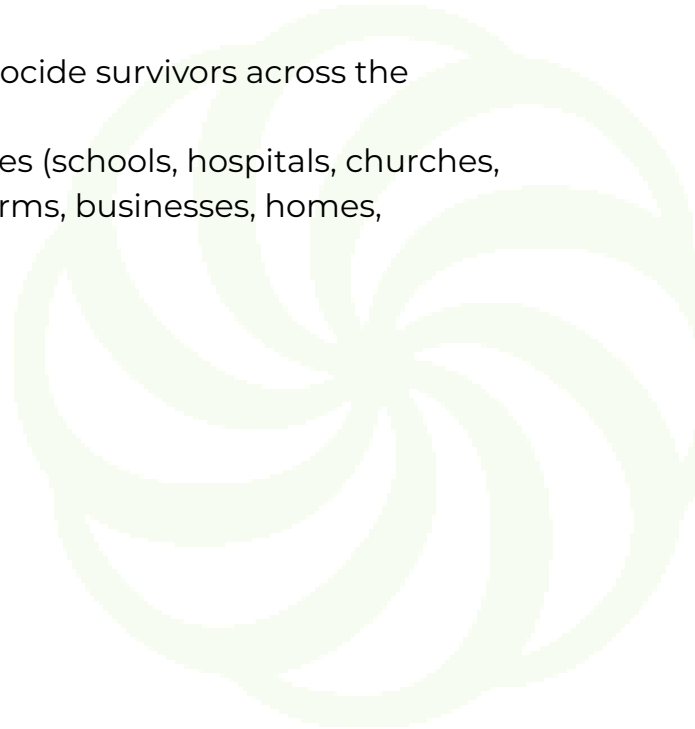
- The Armenian population in the Ottoman Empire
- Other non-Turkish or non-Islamic groups, such as Greeks and Assyrians

Perpetrators:

- Committee of Union and Progress (“Young Turks”)
- Leadership: the “Three Pashas”: Talaat Pasha, Enver Pasha, Djemal Pasha
- Kurds, an ethnic group who also lived in the Ottoman Empire
- The “Special Organization”: a paramilitary secret police organization organized under the Ministry of War and formed of tribesmen (mostly Circassians and Kurds) and more than 10,000 convicted criminals.

Results:

- 1.5 million Armenians killed (about 80% of the pre-1914 Armenian population)
- The end of an Armenian presence in their historic homeland
- The destruction of Armenian cultural and historical sites and landmarks throughout the Ottoman Empire
- Diaspora, or dispersion, of Armenian genocide survivors across the world
- Theft of Armenians’ community properties (schools, hospitals, churches, theaters, etc) and personal properties (farms, businesses, homes, personal wealth)



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