

RESISTANCE, AGENCY, AND EMPOWERMENT

The Survivors

Standards:

CA CCSS for ELA Literacy: RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CA CCSS for ELA/Literacy: RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CA CCSS ELA/Literacy: RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CA CCSS for ELA/Literacy: RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Lesson Objectives / Student Outcomes

- Students will be able to humanize the Armenian Genocide through survivor accounts.
- Students will apply the concepts of resistance, agency, and empowerment to the actions of Armenians during the Armenian Genocide.

Materials

- Internet access
- Personal listening devices
- Survivor Testimonies Notes handout

Differentiation

Students can watch/listen/read survivor testimonies.

Lesson Plan: 50 minutes

Review the concepts of resistance, agency, and empowerment.

Today's focus is the survivors of the Armenian Genocide. Students will listen to/read 4 of the following survivor testimonies while taking notes on the notes handout:

[The Handjian Story: Removal of Fathers](#)

[Vergeen Kalandrian](#)

[Antranik Vartanian](#)

[Almas Boghosian](#)

[Armenian Genocide Survivors: Compilation](#)

[iWitness: Oral and Visual Documentation of Survivors of the Armenian Genocide](#)

*Once completed, students should go through the items on their timeline and identify and label examples of resistance, agency, and empowerment.

Formative and/or Summative Assessment

Have students write responses to these questions on the back of their worksheet:

1. After listening to these witnesses, what are some common themes in their experiences?
2. Were there examples of resistance, agency, and/or empowerment in each of their stories? What are some examples you found?

Glossary:

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

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.

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.

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.



Name: _____

Survivor Testimonies Notes

<p>Name: Place of Birth: Notes:</p>	<p>Name: Place of Birth: Notes:</p>
<p>Name: Place of Birth: Notes:</p>	<p>Name: Place of Birth: Notes:</p>

Bibliography

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Gentilini, D. (Director). (n.d.). *The Handjian Story* [Film].

<https://www.youtube.com/watch?v=MFi19r7MJJg&t=0s>

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