

# RESISTANCE, AGENCY, AND EMPOWERMENT

## The Armenian Experience

### 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.9-10.2 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 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 identify and explain the different ways Armenians used resistance, agency, and empowerment, over time.

### Materials (attached)

- A device to connect to the internet
- Resistance Stations handout

### Differentiation

This activity includes video clips and readings to help reach all learners

**Lesson Plan: Two 50 minute class periods**

Student Stations - these stations focus on different forms of Armenian resistance, agency, and empowerment. Students will rotate through the three different stations, analyzing the information provided. Students should choose two different sources in each station to work with. Encourage students to take their time and work with the sources. They will need to use this information to reflect on all that they have learned.

**Formative and/or Summative Assessment**

Have students go back over their previous learning and add examples of resistance, agency, and empowerment to their chart, and/or have them add items to their timelines.

**Glossary:**

Resistance: the refusal to accept or comply with something; the attempt to prevent something by action or argument; to exert oneself so as to counteract or defeat the resisted temptation

Agency: the capacity, condition, or state of acting or of exerting power

Empowerment: the granting of the power, right, or authority to perform various acts or duties; the state of being empowered to do something : the power, right, or authority to do something

Name: \_\_\_\_\_

# Resistance Stations

Analyze at least two sources from each station.

Station #	Description of Source	Is this an example of resistance, agency, or empowerment?	How are the Armenians demonstrating this concept?

Station #	Description of Source	Is this an example of resistance, agency, or empowerment?	How are the Armenians demonstrating this concept?

<b>Station 1 Sources:</b>	<b>Station 2 Sources:</b>	<b>Station 3 Sources:</b>
<p><a href="#">Musa Dagh</a></p> <p><a href="#">Armenia Remembers Defense of Musa Dagh</a></p> <p><a href="#">The Promise 2016 - French Navy Saving Armenians</a></p> <p><a href="#">Operation Nemesis: Hunting Those Responsible for the Armenian Genocide</a></p>	<p><a href="#">Rescued and Returned: An Ancient Armenian Bible</a></p> <p><a href="#">Armenian School: A Place for Language, Culture, and Connections</a></p> <p><a href="#">Armenian People Share Their Culture</a></p>	<p><a href="#">Tsitsernakaberd Memorial Complex</a></p> <p><a href="#">Countries that Recognize the Armenian Genocide</a></p> <p><a href="#">Why are Armenia and Azerbaijan fighting over Nagorno-Karabakh?</a></p> <p><a href="#">Armenia vows to recognize disputed Nagorno-Karabakh as Azerbaijan amid rising tensions</a></p> <p><a href="#">The Role of Women During the Armenian Genocide</a></p> <p><a href="#">Senators Menendez, Blackburn Introduce Armenian Genocide Education Act</a></p> <p><a href="#">Rep. Eshoo Introduces Armenian Genocide Education Act</a></p> <p><a href="#">The Promise (The Last Scene)</a></p>

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