

## Orientation Activity: Prejudice, Power, Division and Conflict

### INDIVIDUAL REPORT

Write about personal experience of prejudice. Were you a victim, a perpetrator, a bystander or a rescuer in your experience? If you were to go through this same experience again, would you do anything differently? Why or why not?

#### **Evaluation Criteria:**

- Response tells the story of the experience.
- Response identifies the author's part in the experience as victim, perpetrator, bystander or rescuer.
- Response identifies what, if anything, the author would do differently.
- Response includes at least three reasons why the author would or would not act differently.

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*Revised 1/01*

## Activity One: Internment

### INDIVIDUAL REPORT

Under certain circumstances, governments restrict the civil liberties of their citizens (Civil liberties are defined as the freedom to enjoy the rights guaranteed by the constitution of the state or nation). Which civil liberties should never be restricted? Which civil liberties were restricted during the internment of Japanese Americans during World War 2? Do you feel these restrictions were justified? Why or why Not? What are the enduring effects of these restrictions?

#### Evaluation Criteria:

- Response discusses at least 3 civil liberties, giving at least one reason why each should never be restricted.
- Response includes discussion of the civil liberties that were restricted during the internment of Japanese Americans in World War 2.
- Response includes at least 3 reasons supporting your position as to whether or not the inhumane restrictions placed on Japanese Americans in World War 2 were justified.
- Response includes discussion of enduring effects of the restrictions placed on the civil liberties of Japanese Americans during the Second World War.

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## Activity Two: The Holocaust

### INDIVIDUAL REPORT

Write a song, rap, or poem that compares the power of and the results of, social and/or peer pressure in. Your life today with that which existed during the Holocaust.

#### Evaluation Criteria:

- Uses verbal imagery to convey the emotions of your song, rap, or poem.
- Includes evidence of an understanding of social and/ or peer pressure during the Holocaust and in your life today.
- Make at least 3 comparisons between social and/or peer pressure during the Holocaust and in your life today supports comparisons with specific historical evidence.
- Includes discussions of how the Nazis justified their inhumanity to man during the Holocaust.

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## Activity Three: The Atomic Bomb

### INDIVIDUAL REPORT

If you were the President of the United States in 1945, what would you have done to end the war with Japan? What would opponents of your decision have said? What would be the enduring effects of your decision?

#### **Evaluation Criteria:**

- Response includes a clear statement of what you, as President, would have done to end the war with Japan.
- Response includes at least 3 reasons for your choice and at least two of the opposing views.
- Response includes discussion of the extent to which use of weapons of mass destruction, resulting in man's inhumanity to man, is justified.
- Response includes discussion of long-term effects of your choice of action(s).

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## Activity Four: Totalitarianism

### INDIVIDUAL REPORT

What elements are crucial to the success of a totalitarian government? Why? How would you, as an individual, work against totalitarian elements in your society?

#### **Evaluation Criteria:**

- Response identifies 3 or more elements crucial to the success of a totalitarian government.
- Response explains why each of those three (or more) elements is crucial to the success of a totalitarian government.
- Response specifically identifies methods to fight against each of these three (or more) elements crucial to the success of a totalitarian government.
- Response discusses to what extent man's inhumanity to man is justified within the context of totalitarianism.

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## Activity Five: Attacks on Civilians

### INDIVIDUAL REPORT

Pretend that you are a writer for a newspaper during World War II. Write an editorial that discusses the extent to which you believe attacks on civilians are justified.

#### Evaluation Criteria:

- Response is written in the form of a newspaper editorial.
- Response takes a position on the extent to which attacks on civilians are justified.
- Response includes at least three reasons for your argument.
- Response includes references to at least two different cases of attacks on civilians during World War II.

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## Activity Six: Israeli-Palestinian Conflict

### INDIVIDUAL REPORT

Pretend that you are a Palestinian or an Israeli. Write a letter to a member of the other group, explaining your disagreement with them and arguing against their treatment of your people. In your letter, justify your right to a homeland.

#### Evaluation Criteria:

- Response is written from the point of view of either Israeli or Palestinian and includes a historically accurate description of your disagreement with the other group.
- Response includes at least three reasons why your chosen side believes the way you do.
- Response justifies your right to a homeland with at least three reasons.
- Response includes discussion of the extent to which man's inhumanity to man is justified within the context of the Palestinian-Israeli conflict.

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## Activity Seven: Kosovo

### INDIVIDUAL REPORT

Violence was used by all three parties in Kosovo: the Kosovar Albanians (the Kosovo Liberation Army), the Serbs, and NATO. Did any of these three parties have a good reason for using violence? Why or why not? Is violence ever justified? Why or why not? What alternatives were there to the violence in Kosovo?

#### Evaluation Criteria:

- Response discusses whether any of the three parties had a good reason for using violence and includes the reasoning behind your argument.
- Response specifies whether or not violence is ever justified and includes at least three reasons for your answer.
- Response discusses at least two alternatives to the violence in Kosovo.
- Response addresses whether or not man's inhumanity is ever justified.

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