

**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** 9-12

**Time:** 3-4 block schedule periods (80 minutes) or 5-6 standard instructional periods (40 minutes); total time estimated to be 240 minutes

## **Lesson HVII-21: Crossing Boundaries: Truth and Reconciliation in a Difficult Time**

### **Objectives:**

- Students will be able to identify and explain various models employed to rebuild relationships in societies facing civil conflict.
- Students will be able to establish connections between the participants and victims of the 9-11 terrorist acts and truth and reconciliation models.
- Students will be able to analyze the strengths and weaknesses of truth and reconciliation models in promoting or fostering intercultural understanding and common goals.
- Students will be able to prepare and defend a plan to implement one or more truth and reconciliation model(s) to reduce the potential for future terrorist violence.

### **Key Terms:**

**Truth and reconciliation processes**

**Terrorism**

**Rule of law**

### **Materials:**

1. Models drawn from a range of societies that have experienced civil conflict as displayed in the Truth and Reconciliation Archive at the U. S. Institute of Peace, available at [www.USIP.org/library/truth.html](http://www.USIP.org/library/truth.html), "Truth Commissions Digital Collection."
2. Eyewitness perspectives of survivors, groups supporting violent resolutions to conflicts, non-violent advocates of truth and reconciliation processes.
  - U. S. Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org), Committee on Conscience, Podcasts, "Voices on Genocide Prevention", specifically those listed below.
    - a. "Narrating Atrocities," Nov. 29, 2007
    - b. "Memory and Ethics," Nov. 22, 2007
    - c. "Women Changing Rwanda's Future," May 1, 2008
    - d. "My Neighbor, My Killer," May 14, 2008
    - e. "The Arrest of Karadzic," Aug. 7, 2008
    - f. "Courage to Forgive and to Bring Hope," Nov. 27, 2008
  - An archive of news reports and updates on prosecution and punishment of perpetrators of genocide is available at the Prevent Genocide website (updated periodically) at [www.preventgenocide.org](http://www.preventgenocide.org), specifically under the "Punishment" section.
  - U. S. Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org), Committee on Conscience, "World is Witness" section, which contains updates (photos, videos and text) on current genocides, massive violations of human rights and potential genocidal situations.
3. Audio visual and related materials on alternative models of truth and reconciliation.
  - Film, *Facing The Truth*, about the process of truth and reconciliation in South Africa after apartheid, by Bill Moyers. Available from [www.pbs.org](http://www.pbs.org). An associated website is located at [www.pbs.org/pov/](http://www.pbs.org/pov/)

tvraceinitiative/facingthetruth/

- Facing History and Ourselves has created a study guide for this film which is available through their website as a free download at [www.facinghistory.org/resources/publications/facing-truth](http://www.facinghistory.org/resources/publications/facing-truth)
  - The website of the Canadian Broadcasting Corporation, [www.cbc.ca/canada](http://www.cbc.ca/canada) has a FAQ page concerning the truth and reconciliation commission established in Canada regarding the abuses of aboriginal peoples in state-run orphanages.
4. Chapter 6, "International Action: Strengthening Norms and Institutions" in Madeline K. Albright and William S. Cohen, *Preventing Genocide: A Blueprint for U. S. Policymakers* (Washington, D.C.: U. S. Holocaust Memorial Museum, 2008). Available online at [www.ushmm.org/genocide/taskforce](http://www.ushmm.org/genocide/taskforce).
  5. Analysis sheets and presentation evaluation sheets

### **Activities/Procedures:**

#### Day One

1. Introduce the essential question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?
2. Explore the students' views on the question and define terms—terrorist, civil conflict, rule of law. Identify issues that the students raise as needing investigation to pursue the essential question, and list them on the board.
3. Outline the process by which students will investigate the question and develop a decision about how best to promote improved understanding.
  - Review essential question and define key terms
  - Identify key issues and subsidiary questions for study.
  - Locate resources that will contribute to informing the investigation (see learning materials section below).
  - Form groups for student investigation (3-5 students per group; assign moderator, recorder and researcher roles in each group).
  - Have students begin research (see specification sheet for research requirements).

#### Day Two

1. Engage students in preparing arguments for various models of truth and reconciliation that they have studied regarding terrorist violence and civil conflict. See the archive at the United States Institute of Peace concerning truth and reconciliation commissions for examples of country projects on this topic.
2. Introduce a model that is employed for truth and reconciliation commissions (South Africa is a good example of one model). Outline the key elements in the model and explore with students the pros and cons of this model. Once the pro and con list has been developed, have students begin preparing their presentations based on their research per the specification sheet for the project. Be certain to address the issue of cultural reconciliation, not just those concerns related to political conflict.
3. If needed, use the film, *Facing The Truth*, from PBS dealing with South Africa, and the related website curriculum materials to amplify understanding of this model. See [www.pbs.org/pov/tvraceinitiative/facingthetruth/](http://www.pbs.org/pov/tvraceinitiative/facingthetruth/) for more information.

### Day Three

1. Present and clarify the criteria by which each group's presentation will be evaluated by the class and by the teacher. See the criteria for evaluation handout accompanying this lesson.
2. Have groups meet to clarify their key points, organize their strategy for the presentation and practice it.

### Day Four

1. Each group will present their truth and reconciliation model, responding to the essential question for the lesson but also meeting the requirements for the oral presentation as outlined on the specifications sheet. Each presentation should take no more than 10 minutes and can include audiovisual components.
2. As the presenters speak about their model, the audience will develop questions to help them identify and discuss the pros and cons of each model. Questions should be directed to the presenters by the audience and the teacher to clarify key points and to discuss pros and cons.
3. Once all presentations are completed, the students will complete their analysis sheets for the presentations, preparing an argument regarding which model or combination of models would serve best to answer the central question.
4. The teacher should now lead a debriefing discussion (or on day five if needed) that examines similarities and differences among the models.

### **Evidence of Understanding:**

1. Completion of research and presentation per specification sheet requirements.
2. Completion of analysis sheet about group presentations.
3. Completion of evaluation sheet and subsequent 3-4 page paper that answers the essential question based on analysis of all models presented, with specific reference to the aftermath of 9-11 and how such a process could help promote an end to terrorist violence and improved intercultural understanding.

### **Extension Activities: Taking Action and Giving Service:**

Using sources on Iraq and Afghanistan, the class can develop a proposal for a post-conflict truth and reconciliation process and send that proposal to federal elected officials as a social participation activity.

# Specification/Evaluation Form: Truth and Reconciliation Models

**Essential Question:** What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

**Instructions:** This form outlines the specifications for your research and presentation on a model dealing with truth and reconciliation in societies seeking to recover from years of civil conflict and human rights violations. This same set of specifications will be employed to structure the evaluation of your final product by both your peers and the instructor.

**Specifications:** (Evaluation form should be designed by the instructor to assess student progress in both areas.)

## Process:

- Has the group established specific roles and responsibilities for each group member?
- Has equity been reinforced in the completion of group responsibilities and development of the final product?
- Have checkpoints been established so that the group can examine its progress and make adjustments where needed?
- Has the group developed a sense of shared ownership for the final product and how it will be presented to the class?
- Has the group practiced their oral presentation, and developed a PowerPoint or Keynote presentation with no more than 6 slides, with content that is bulleted and which is only a reference point for the presentation (not to be read verbatim by presenters)?

## Content

- Has the group identified an actual model dealing with issues of truth and reconciliation that is in use in a post-genocidal society?
- Has the group located a minimum of 6 sources (at least 3 print sources and at least 3 electronic sources), which inform them about the model being investigated?
- Do these sources include content providing eyewitness accounts and/or testimony about the human rights violations and genocidal acts that took place, as well as efforts to seek truth and reconciliation in the society?
- Do the sources provide evidence from both victims and perpetrators?
- What criteria has the group developed to determine if the model being investigated is working to promote improved understanding among groups in society?
- What are the concluding judgments of the group regarding the effectiveness of the model being investigated, based on the criteria used to assess the model?
- Can this model be transferred to other world societies facing similar efforts to rebuild after years of civil conflict and/or terrorist violence? If so, what suggest this is possible? If not, what obstacles do you believe would prevent its successful use?

**Analysis Sheet: Truth and Reconciliation Models**

**Your Name:** \_\_\_\_\_

**Essential Question:** What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

<b><u>Model Chosen</u></b>	<b><u>Where is Model Employed Post Conflict Society)?</u></b>	<b><u>Stated Goal(s) of Model</u></b>	<b><u>How is Model Implemented?</u></b>
		1. _____	
		2. _____	
		3. _____	

Pros and Cons of This Model (Based on Presentation and Study of Issues—Refer back to essential question for guidance.)

**Pros**

- a.
- b.
- c.

**Cons**

- a.
- b.
- c.