

# Disinformation and Genocide

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## Introduction for the teacher

This lesson scenario is intended for older students (aged 16 and above). The subject matter discussed allows for its use in interdisciplinary classes in such subjects as history, culture, native language, media education as well as social sciences.

The material has been divided into three parts: the lesson scenario, a set of source materials and a worksheet with exercises to be done in class, in a group or individually. Elements of the scenario can be modified to suit the target audience.

## Instructions

The script contains four pieces of source material and a worksheet with exercises. They are intended particularly for group work using techniques to engage students, yet individual learners can perform the tasks on their own too. The suggested lesson structure can be modified, along with the sources and exercises. Internet access would be useful during the lessons as well as allowing the students to use telecommunication devices with internet access (smartphones, tablets, etc.).

## Goals

The student is able to:

- indicate the reasons for the development of attitudes of intolerance towards national minorities in society,
- perceive the impact of historical fallacies and any disinformation in relation to hate speech, persecution and genocide,
- describe examples of human rights violations in the 20th century,
- analyse source texts and photographs pointing out cause-and-effect links.

## Teaching methods

- teaching discussion,
- group work,
- brainstorm,
- analysis of source material,
- case study,
- Socratic method of debate,
- mind mapping,
- work with a set of exercises.

## Teaching aids

- set of exercises and source material available on the [Hi-Story Lessons](#) platform,
- board/flipcharts, marker pen/chalk,
- large paper sheets/Bristol board sheets,
- a computer with internet access and a projector/multimedia board.

## Before the lesson

Ask the students to read the essay entitled '[Examples of Great Falsifications in 20th-century History](#)'.

Before the lesson itself, it is worthwhile watching the film *Hotel Ruanda* (dir. Terry George, 2004) together with the students. If screening it at school is not possible (due to copyright regulations limiting the use of film material during lessons), the students may be asked to watch it on their own before the lesson, focusing on the background of the Rwandan genocide.