

A Study Guide For

The Last Survivor



Prepared for FilmMatters by Susan Starkman B.A., M. ED.

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The Last Survivor

Teacher Resource Package

Prepared by: Susan Starkman, B.A., M.Ed

Synopsis:

Country of Origin: United States

Release Year: 2010

Directors: Michael Pertnoy and Michael Kleiman

Runtime: 56 minutes

Themes: Genocide, Activism, Citizenship

Though the phrase “never again” has often been used in relation to the Holocaust, history has proved our failure to prevent genocide from occurring time and time again. *The Last Survivor* offers portraits of four survivors of different genocides – The Holocaust, Rwanda, Darfur and the Congo – who have since dedicated their lives to working as activists in the anti-genocide movement. By ensuring that their stories are heard around the world, these four survivors are at the forefront of a movement that seeks to remind the world what happens when inaction prevails. *The Last Survivor* offers viewers the unique opportunity to learn from the mistakes of our past in order to have a lasting impact on how we act collectively in the face of similar issues today. Inspired by their plea for civic engagement and social activism, we can prevent the phrase “never again” from becoming just another empty slogan.

Curriculum Links

The Last Survivor can be used to meet the requirement of the Media Studies component of English, Grades 9-12. It can also be used to meet the requirements of Grade 10 History (CHC2D), Grade 10 Civics (CHV2D), Grade 11 Canadian History and Politics since 1945 (CHH3C), Grade 11 Canadian Politics and Citizenship (CPC3O), Grade 12 Canada: History, Identity and Culture (CHI4U), Grade 12 World History: The West and the World (CHY4U), Grade 12 Adventures in World History (CHM4E) and Grade 12 Canadian and World Politics (CPW4U).

Related Websites:

The Last Survivor

<http://www.thelast survivor.com/>

Directors' blog for Huffington Post

<http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman>

Ways into the Film: What is Genocide

Since *The Last Survivor* deals with the issue of genocide, teachers should begin their examination of the film by asking students to come up with a definition of genocide. What exactly does the term mean? What constitutes an act of genocide?

Genesis of the Term

The word genocide was coined by Raphael Lemkin, a Polish, Jewish lawyer who first used the word in 1944 in his book *Axis Rule in Occupied Europe: Laws of Occupation – Analysis of Government – Proposals for Redress*. The term stems from the root words *genos* (Greek for family, tribe or race) and *-cide*, Latin for killing.

Although Lemkin fled Poland in 1940, many members of his family were killed during the Holocaust. After the war, Lemkin devoted his work to campaigning for international laws defining and forbidding genocide. Although the Allied forces had codified the general principle of “crimes against humanity” into an enforceable law in order to prosecute Nazi war criminals, this law was limited in scope and applied only to crimes committed during an international conflict.

Lemkin’s efforts to make genocide a crime were rewarded in 1948 when the UN unanimously adopted the UN Convention on the Prevention and Punishment of the Crime of Genocide on December 9, 1948. On January 12, 1951, the Convention entered into force after 20 countries ratified it. The Convention defines genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group
- Causing serious bodily or mental harm to members of the group
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- Imposing measures intended to prevent births within the group
- Forcibly transferring children of the group to another group

The full text of the convention can be found at <http://www2.ohchr.org/english/law/genocide.htm>

Related Questions and Activities

1. Who were the first 20 countries to ratify the Convention?
2. Although the United States signed the Convention in 1949, it did not ratify it until 1988. What were the reasons for not ratifying it for so long? Why did President Reagan agree to ratify it in 1988?
3. When did Canada ratify the treaty?
4. The International Criminal Court was permanently established in 1998 to prosecute genocide, crimes against humanity and war crimes. Through an international treaty ratified at the time, the definition of crimes against humanity was expanded. What actions constitute crimes against humanity according to this treaty?
5. To date, how many people has the UN convicted for acts of genocide?
6. Do you think that the UN has been effective in preventing and punishing acts of genocide since 1948? Why/why not? Provide evidence to support your position.

Ways into the Text: Bystander Apathy

“All that is necessary for the triumph of evil is that good men do nothing.”

This quote, generally attributed to the 18th Century political philosopher, Edmund Burke, is an effective springboard to a class discussion about social responsibility and the consequences of standing idly by while crimes are being committed. Ask students what they think the quote means and write down their responses. Then ask them how they think that the quote relates to the film.

Each of the four survivors profiled in the film speaks not as victim of genocide, but as an activist against it. The prevailing message of the film is that it is not enough for people to be informed about what has occurred or is happening in the world; what is important, is to act on that knowledge in order to create a better future. To that end, students should have some understanding of the concept of bystander apathy, as well as an understanding of why it occurs and how to prevent it.

Psychologists first used the term bystander apathy or bystander effect in the early 1960s. The phrase was used to describe what happened in 1964 when 19 year old Kitty Genovese was attacked and killed outside her New York apartment building while dozens of her neighbours who heard her screams failed to come to her aid or call the police even though the attack went on for over half an hour. Since most people believe that a situation must be an emergency before action is taken, the fact that no single person acted to help Kitty Genovese lulled the collective group of neighbours into viewing the situation as a non-emergency that did not require intervention. This is what is known as pluralistic ignorance.

By relating the concept of bystander apathy to the students' own experiences, they will be better able to understand it and think about ways to prevent it. The activity listed below is designed to get students thinking about ways that they can take action against bullying.

Related Activity

Divide the class into 4 groups. Each group should be given one of the following scenarios:

1. Emma creates an "I hate Julia" blog, asking people to list reasons why they dislike Julia.
2. Daniel is sitting with a group of people at lunch and invites everyone at the table except Stuart to go to a movie with him after school. When Stuart asks if he can join them, Daniel tells him that he doesn't want ugly geeks to ruin their fun. Stuart looks upset and walks away.
3. Cheryl is a new girl at school who has recently moved from the country to the city. On her first day at school, Helen makes loud comments to the other students about Cheryl looking and dressing like "a hick".
4. Brian keeps making sexual jokes around Claire. He also makes comments about her appearance around other boys that are sexually harassing.

Have each group imagine they are watching these events happening at their own school and get them to brainstorm different ways (both directly and indirectly) that they could intervene to stop the bullying. For example, a direct way to confront the behaviour is to report it to a teacher or challenge the bully's behaviour on the spot. An indirect way would be to not attend an event that someone has been excluded from. Students should come up with a list of possible interventions and share them with the class. Choose a few to act out and have students watch and then reflect from the perspective of both the bully and the person being bullied about how this action would affect these individuals. Students should also come up with a list of factors that they would influence them in their decision on whether or not to intervene.

Characters and Context

The Last Survivor interweaves the stories of the survivors of four genocides: The Holocaust, Darfur, Rwanda and the Congo. Rather than dividing the film into four distinct chapters devoted to each character, the directors chose to interweave their stories, thereby highlighting the commonalities that they share specifically as Survivors and generally as human beings. For the purposes of classroom study, teachers could divide students into four groups, each one focussing on one of the characters and doing research into the genocide that (s)he survived. Listed below is a brief biography of each of the characters and a list of resources that students can use for their research. Students can share their findings with the rest of the class in a manner of their choosing (power point presentation, handouts, etc).

Students should also keep a chart that outlines the experiences of each survivor (See Appendix A). Include direct quotes from each subject. What are the similarities and differences in their outlooks? What images do the filmmakers use to accompany each story? How do these images impact on the viewer?

Hedi Fried

HEDI FRIED was born in 1924 in a small Transylvanian town called Sighet. She and her family were sent to Auschwitz in May 1944, where most of her family was killed. After several Work Camps she was liberated in Bergen-Belsen in April of 1945. After the war she was transported through the Swedish Red Cross busses to Sweden where she remained and built a new life for herself. Now she is a psychologist, psychotherapist and educator, and is the author of the book *The Road to Auschwitz: Fragments of a Life*, which details her memories of the Holocaust. She is the founder and director of Cafe 84, a Psychosocial Day Care Center for Survivors and runs therapy groups for Child Survivors and Second Generation Survivors. Cafe 84 was the first of its kind in the survivor community and has set the example for hundreds of survivors groups now operating throughout the globe. Hédi has dedicated her life to the survivors' community and now also focuses on greater humanitarian causes as well. She also lectures at schools and Universities, and introduced a syllabus at the Stockholm University Teachers Education Center entitled: "What we can learn from Auschwitz". Her most recent efforts are aimed at the current generation of young peoples through a program called the Living History project. Students can read more about Hedi at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-rebirth_b_179487.html and at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-april-1_b_183417.html.

Where the other survivors in the film tell their stories firsthand, Hedi's story is narrated in part by Amanda Glans who is a participant in the Storytelling Project, a program that pairs Holocaust survivors with young people who are trained in storytelling techniques. By sharing their stories with these storytellers, they allow a new generation to assume the role of witness. Teacher and students can learn more about this project by visiting The Living Forum website at <http://www.levandehistoria.se/english>.

Questions:

1. What inspired Hedi to become a psychologist years after the Holocaust? What inspired her to be part of the storytelling project?
2. What was the most important force driving Hedi's will to survive during the War?
3. Hedi very proudly shows her family tree to the directors. Why is this family tree so important to her?
4. Both Hedi and Amanda narrate the story about who would be selected for work duty and who would be selected to die. Why did the directors choose to tell the story this way? Do you think that Amanda is able to convey the story as effectively even though she did not go through the experience herself? Discuss why you think she is or isn't effective.
5. Hedi says that it is important to remember all of the lives lost in the Holocaust, but it is equally important to remember "how democracy dies if you don't work for it." What do you think she means by this?
6. What inspires hope in Hedi today?

Resources Relating to Holocaust Research:

Yad Vashem

http://www1.yadvashem.org/yv/en/holocaust/index.asp?WT.mc_id=ggcamp&WT.srch=1

United States Holocaust Memorial Museum

<http://www.ushmm.org/education/>

Washington State Holocaust Education Resource Centre

<http://www.wsherc.org/>

USC Shoah Foundation Institute

<http://college.usc.edu/vhi/about/segmentsfortheclassroom/index.php?gclid=CIiCttuyzqcCFcW8KgodfBMmFA>

The Holocaust and the United Nations Outreach Programme

<http://www.un.org/en/holocaustremembrance/emainpage.shtml>

Facing History and Ourselves: Holocaust and Human Behaviour

<http://www.facinghistory.org/resources/hhb>

Adam Bashar

ADAM BASHAR was born in a small village in North Darfur and is a member of the Fur Tribe. In 2003, Adam was playing outside with friends when his village was bombed and burned to the ground. Leaving behind everything he had ever known, Adam started to run and began a three-year journey that brought him to Egypt where he was homeless, living on the steps of the United Nations; again he was forced to flee due to violence against Darfuris in Egypt and he traveled to the Sinai Desert where he found work but was never paid. Adam and two others decided to cross the depths of the Sinai Desert during the night and cross the border into Israel. He arrived in Israel when he was 17 years old and became the first Darfuri minor to be granted the right to an education, attending Yemin Orde, a boarding school and youth village near Haifa. Now 20 years old, Adam works for the Tel Aviv municipality as a liaison between the city's education department and 300 Darfuri students and their parents. He currently serves as the President of the B'nai Darfur Organization in Tel-Aviv, working to ensure that the basic needs of every refugee from Darfur are met including housing, employment, medical care, and education. Students can read more about Adam at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-home-to_b_175226.html.

Questions:

1. What do Adam and his fellow Darfurian refugees think is the most difficult part of being a refugee?
2. What difficulties did Adam encounter in trying to get an education? How did he overcome these obstacles?
3. Of the four survivors interviewed in the film, Adam is the only one who wants to return to the country that he fled. Why do you think it is so important for him to return to Darfur?
4. Research the topic of Darfurian refugees living in Israel. How many are there? What has been the government response to the influx of refugees? Why is this issue the cause of so much debate within Israeli society?
5. Adam insists that "democracy will rise up because people are trying to fight for their rights." Do you agree with his position? Why/why not? Provide evidence to support your response.

Resources Relating to the Genocide in Darfur

Save Darfur

<http://www.savedarfur.org/pages/resources>

Darfur Information Centre

<http://passionofthepresent.org/>

Facing History and Ourselves: Darfur

http://www.facinghistory.org/resources/collections/darfur?_kk=darfur%20resources&_kt=dac34a6-1f0c-4d39-b009-aa2d8ae420af&gclid=CIXwk77DzqcCFcHrKgodHCIVGQ

Genocide Intervention: Darfur

<http://www.genocideintervention.net/educate/crisis/darfur>

The World is Watching Darfur

<http://www.theworldiswatchingdarfur.com/>

Not On Our Watch

http://notonourwatchproject.org/news?features_page=1&news_page=1

Justin Kimenyerwa

JUSTIN SEMAHORO KIMENYERWA is a member of the Banyamulenge tribe of South Kivu in the Democratic Republic of Congo. He was born in the small village of the Minembwe and lived there until 1996 when his village was attacked in the middle of the night. Separated from his family, Justin fled from Congo alone into neighboring Burundi before moving on to Rwanda and then Nairobi. On June 10th, 2008, Justin was resettled to St. Louis, MO, where he now lives and works as a translator at Barnes Jewish Hospital -- aiding refugees who are unable to communicate with doctors and nurses. He serves as the leader of the Voices of Africa choir at the church of New City Fellowship, a venue through which he introduces his community to the music and culture of his people.

He speaks frequently to student and community groups sharing his story of survival in an effort to educate the student generation about the violence in Congo and the struggle of his people. He recently started his own organization called Imuhira International, which is a collective documentary project to document and preserve the beautiful and unknown culture of the Banyamulenge people. Students can read more about Justin at

http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-mambo-s_b_177888.html and at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-the-ban_b_188345.html.

Questions:

1. While the genocides in Rwanda and Darfur are the subject of a great deal of media attention, the deaths of over five million people in the Congo in the last decade have received comparatively little coverage. Research the conflict known as "Africa's World War," particularly the Gatumba Massacre of the Banyamulenge people.
2. What sustained Justin throughout his ordeal? Discuss the role that religion plays in Justin's life.

3. Justin quotes the saying "nothing is complete in this world. Once you get this, you lack this..." What does he mean by this?
4. The camera captures Justin's reaction at the varieties of milk available at the supermarket. What do you think he is thinking? Why do the filmmakers focus on the well-stocked shelves of the supermarket?
5. Justin's family in the Congo asks him to speak "American English." Based on his response, what is their perception of Americans?
6. Justin insists that "everything happens for a purpose"? Do you agree? Why/why not?

Resources Relating to the Conflict in the Congo

World Without Genocide

<http://worldwithoutgenocide.org/current-conflicts/democratic-republic-of-the-congo>

Ripples of Genocide: Journey Through Eastern Congo

<http://www.ushmm.org/museum/exhibit/online/congojournal/forteachers/>

Facing History and Ourselves: The World Capital of Killing

<http://www.facinghistory.org/resources/facingtoday/world-capital-killing>

Genocide Watch: Democratic Republic of the Congo

<http://www.genocidewatch.org/drofcongo.html>

Genocide Intervention: Democratic Republic of the Congo

http://www.genocideintervention.net/educate/crisis/democratic_republic_of_congo

Gatumba Refugees Survivors Foundation

<http://www.gatumbasurvivors.org/news/links/>

Jacqueline Muraketete

JACQUELINE MUREKATETE is internationally recognized for her work as a youth leader and humanitarian, speaking out for victims and survivors of genocide. Born in Rwanda in 1984, Jacqueline was not yet ten when she lost her immediate and extended family in the 1994 genocide. Since then, her journey has taken her from an orphanage in Rwanda to a new home with her uncle in the United States. In 2002, Jerry Seinfeld's Foundation offered her a full scholarship to attend New York University where she graduated cum laude with a bachelor's degree in Political Science in 2007. In the past five years, Jacqueline has conducted more than 300 presentations nationwide, from schools and universities to conferences and the United Nations General Assembly. Jacqueline was

awarded a fellowship through a non-profit organization called Miracle Corners of the World (MCW) and in April 2007, she founded Jacqueline's Human Rights Corner, an initiative which aims to help genocide survivors and victims rebuild their lives. Jacqueline is working in partnership with MCW to build a community center in Nyamata, Rwanda. Presently, Jacqueline is a law student at the Benjamin N. Cardozo School of Law at Yeshiva University in New York City. Students can read more about Jacqueline at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-stop-sa_b_176686.html and at http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-rwanda_b_185024.html.

Questions:

1. What was Jacqueline's initial response to being the lone survivor in her family?
2. What inspired Jacqueline to become an activist?
3. Jacqueline asserts that "there are always opportunities for us to intervene before even something gets to the level of what is happening now in Darfur." Create a list of possible measures that the international community can take to prevent genocide from occurring.
4. Jacqueline points out that "genocide is not something that happens overnight." What are some of ways in which fear and hatred toward a certain ethnic group can be spread? How do people justify the act of killing their fellow countrymen?

Resources Relating to the Genocide in Rwanda

Prevent Genocide International

<http://www.preventgenocide.org/edu/pastgenocides/rwanda/resources/>

Rwanda: The Wake of a Genocide

<http://www.rwanda-genocide.org/>

Rwanda Genocide Resources

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/RwandaGen.html>

Facing History and Ourselves: Remembering the Rwandan Genocide

<http://www.facinghistory.org/resources/facingtoday/rwandan-genocide>

United Nations Genocide in Rwanda: News and Resources

<http://www.un.org/events/rwanda/resources.shtml>

Rwandan Stories

<http://www.rwandanstories.org/>

Secondary Characters

While the focus of *The Last Survivor* is on the survivors themselves, there are a number of secondary characters that have provided them with practical help and emotional support. It is through the efforts of people such as Sasha Chanoff, the director of Mapendo International and Dr. Chaim Peri, Director of Yemin Orde school that were able to facilitate better lives for Justin and Adam. Similarly, through the help of Amanda Glans, Hedi can keep her story alive and, through David Gewirtzman's inspiration, Jacqueline was motivated to become an activist herself. Students should explore these characters, in particular what motivates them to help others by filling out the character chart provided (see Appendix B).

Extension Activity

Sadly, the four genocides that *The Last Survivor* deals with are not the only ones that have occurred in the last century. Students could also do some research into the genocides that have occurred in Armenia, Bosnia and Cambodia. Listed below are some resources relating to each of these genocides.

Resources Relating to Armenian Genocide

Armenian Genocide Resource Library for Teachers

<http://www.teachgenocide.org/>

Armenian Genocide Resource Centre

<http://armenians-1915.blogspot.com/>

Facing History and Ourselves: Armenian Genocide

<http://www.facinghistory.org/resources/collections/armeniangenocide>

Scribd: The Armenian Genocide of 1915 Lesson Plans and Study Guide

<http://www.scribd.com/doc/24573154/Study-Guide-Armenian-Genocide>

Resources Relating to Bosnian Genocide

Remembering Genocide: The Bosnian Genocide

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/BosnianGen.html>

Prevent Genocide International

<http://www.preventgenocide.org/edu/pastgenocides/formeryugoslavia/resources/>

World Without Genocide: Bosnian Genocide

<http://worldwithoutgenocide.org/past-genocides/bosnian-genocide>

Human Rights Watch: Bosnia

<http://www.hrw.org/europecentral-asia/bosnia-and-herzegovina>

Resources on Cambodian Genocide

Online Cambodia Resources

<http://www.edwebproject.org/sideshow/resources/index.html>

Prevent Genocide International: Resources on the Khmer Rouge
Crimes Against Humanity and Genocide
in Cambodia

<http://www.preventgenocide.org/edu/pastgenocides/khmerrouge/resources/>

Remembering Genocide: The Cambodian Genocide

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/CambodianGen.html>

Yale University: Cambodian Genocide Program

<http://www.yale.edu/cgp/>

Getting Involved: Selected Resources

As Hedi pointed out in the film, it is not enough for us to remember those who died through acts of genocide; we need to do all that is in our power to stop the genocide that is still occurring today and to put pressure on governments to prevent the possibility of future genocides. There are numerous resources related to ways in which students can make a difference. Listed below is a selection of websites that provide students and educators with opportunities to become involved in the global effort to end genocide. Choose one of the many suggestions offered in these sites to move your own students towards social action.

Miracle Corners of the World

<http://www.miraclecorners.org/>

The Genocide Prevention Project

<http://www.preventorprotect.org/>

The Sentinel Project for Genocide Prevention

<http://thesentinelproject.org/>

Prevent Genocide International

<http://www.preventgenocide.org/>

The Genocide Teaching Project

<http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm>

Genocide Intervention Network

<http://www.genocideintervention.net/>

STAND (Student-led Division of the Genocide Intervention Network)

<http://www.standnow.org/>

Using Social Networking to Stop Genocide

<http://www.idealware.org/articles/using-social-networking-stop-genocide>

The United States Holocaust Memorial Museum: Responding to Genocide Today

<http://www.ushmm.org/genocide/>

Facing History and Ourselves: Raphael Lemkin: Continuing Lemkin's Legacy: What Can We Do to Prevent and Stop Genocide?

<http://www.facinghistory.org/resources/lessons/raphael-lemkin-continuing-lemkin>

The Last Survivor: General Discussion Questions/Activities

1. Why do you think that the directors called the film *The Last Survivor*? Who do you think this refers to? (To read what the directors have to say on the subject, students can refer to their blog at <http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman/the-last-survivor-whats-i b 193564.html>.)
2. View the opening and closing segments of the film. What images do the filmmakers use? Why do you think that they chose these images?
3. Discuss the way the music used in the film influences the viewers' emotional responses to the images being shown.
4. Write a film review for *The Last Survivor*. What parts of the film were most effective? Why?
5. Write a journal entry from the point of view of a refugee who has just arrived to Toronto from the Congo.
6. Research Canada's history of accepting refugees fleeing from genocide. Provide statistics to support your research.
7. Explain how the genocides that have occurred in the last century have affected not only the victims and victimizers, but also the world at large.
8. Compile a list of Canadian non-governmental agencies, human rights agencies and relief agencies. Evaluate the effectiveness of each.

Appendix A: Survivors Interviewed

Name	Direct Quote	Accompanying Images	Impact on Viewer
Hedi Fried			
Adam Bashar			
Justin Kimenyerwa			
Jacqueline Murekatete			

Appendix B: Secondary Characters

Name	Direct Quote	Accompanying Images	Impact on Viewer
Sasha Chanoff			
David Gewirtzman			
Jacob Gefen			
Chaim Peri			

Websites Cited (All Websites Cited are from April 2011)

The Last Survivor

<http://www.thelast survivor.com/>

Directors' blog for Huffington Post

<http://www.huffingtonpost.com/michael-pertnoy-and-michael-kleiman>

UN Convention on the Prevention and Punishment of the Crime of Genocide

<http://www2.ohchr.org/english/law/genocide.htm>

The Living Forum

<http://www.levandehistoria.se/english>

Yad Vashem

http://www1.yadvashem.org/yv/en/holocaust/index.asp?WT.mc_id=ggcamp&WT.srch=1

United States Holocaust Memorial Museum

<http://www.ushmm.org/education/>

Washington State Holocaust Education Resource Centre

<http://www.wsherc.org/>

USC Shoah Foundation Institute

<http://college.usc.edu/vhi/about/segmentsforthe classroom/index.php?gclid=CIiCttuyzqcCFcW8KgodfBMmFA>

The Holocaust and the United Nations Outreach Programme

<http://www.un.org/en/holocaustremembrance/emainpage.shtml>

Facing History and Ourselves: Holocaust and Human Behaviour

<http://www.facinghistory.org/resources/hhb>

Save Darfur

<http://www.savedarfur.org/pages/resources>

Darfur Information Centre

<http://passionofthepresent.org/>

Facing History and Ourselves: Darfur

http://www.facinghistory.org/resources/collections/darfur?_kk=darfur%20resources&_kt=dac34a6-1f0c-4d39-b009-aa2d8ae420af&gclid=CIXwk77DzqcCFcHrKgodHCIVGQ

Genocide Intervention: Darfur

<http://www.genocideintervention.net/educate/crisis/darfur>

World Without Genocide

<http://worldwithoutgenocide.org/current-conflicts/democratic-republic-of-the-congo>

The World is Watching Darfur

<http://www.theworldiswatchingdarfur.com/>

Not On Our Watch

http://notonourwatchproject.org/news?features_page=1&news_page=1

Ripples of Genocide: Journey Through Eastern Congo

<http://www.ushmm.org/museum/exhibit/online/congojournal/forteachers/>

Facing History and Ourselves: The World Capital of Killing

<http://www.facinghistory.org/resources/facingtoday/world-capital-killing>

Genocide Watch: Democratic Republic of the Congo

<http://www.genocidewatch.org/drofcongo.html>

Genocide Intervention: Democratic Republic of the Congo

http://www.genocideintervention.net/educate/crisis/democratic_republic_of_congo

Gatumba Refugees Survivors Foundation

<http://www.gatumbasurvivors.org/news/links/>

Prevent Genocide International

<http://www.preventgenocide.org/edu/pastgenocides/rwanda/resources/>

Rwanda: The Wake of a Genocide

<http://www.rwanda-genocide.org/>

Rwanda Genocide Resources

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/RwandaGen.html>

Facing History and Ourselves: Remembering the Rwandan Genocide

<http://www.facinghistory.org/resources/facingtoday/rwandan-genocide>

United Nations Genocide in Rwanda: News and Resources

<http://www.un.org/events/rwanda/resources.shtml>

Rwandan Stories

<http://www.rwandanstories.org/>

Armenian Genocide Resource Library for Teachers

<http://www.teachgenocide.org/>

Armenian Genocide Resource Centre

<http://armenians-1915.blogspot.com/>

Facing History and Ourselves: Armenian Genocide

<http://www.facinghistory.org/resources/collections/armeniangenocide>

Scribd: The Armenian Genocide of 1915 Lesson Plans and Study Guide

<http://www.scribd.com/doc/24573154/Study-Guide-Armenian-Genocide>

Remembering Genocide: The Bosnian Genocide

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/BosnianGen.html>

Prevent Genocide International

<http://www.preventgenocide.org/edu/pastgenocides/formeryugoslavia/resources/>

World Without Genocide: Bosnian Genocide

<http://worldwithoutgenocide.org/past-genocides/bosnian-genocide>

Human Rights Watch: Bosnia

<http://www.hrw.org/europecentral-asia/bosnia-and-herzegovina>

Online Cambodia Resources

<http://www.edwebproject.org/sideshow/resources/index.html>

Prevent Genocide International: Resources on the Khmer Rouge

Crimes Against Humanity and Genocide
in Cambodia

<http://www.preventgenocide.org/edu/pastgenocides/khmerrouge/resources/>

Remembering Genocide: The Cambodian Genocide

<http://www-rohan.sdsu.edu/~rodrig81/WebQuest/CambodianGen.html>

Yale University: Cambodian Genocide Program

<http://www.yale.edu/cgp/>

Miracle Corners of the World

<http://www.miraclecorners.org/>

The Genocide Prevention Project

<http://www.preventorprotect.org/>

The Sentinel Project for Genocide Prevention

<http://thesentinelproject.org/>

Prevent Genocide International

<http://www.preventgenocide.org/>

The Genocide Teaching Project

<http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm>

Genocide Intervention Network

<http://www.genocideintervention.net/>

STAND (Student-led Division of the Genocide Intervention Network)

<http://www.standnow.org/>

Using Social Networking to Stop Genocide

<http://www.idealware.org/articles/using-social-networking-stop-genocide>

The United States Holocaust Memorial Museum: Responding to Genocide Today

<http://www.ushmm.org/genocide/>

Facing History and Ourselves: Raphael Lemkin: Continuing Lemkin's Legacy: What Can We
Do to Prevent and Stop Genocide?

<http://www.facinghistory.org/resources/lessons/raphael-lemkin-continuing-lemkin>