

# LEARNING ABOUT GENOCIDE THROUGH LITERATURE

Name: .....

Group: .....

## Inquiry Booklet

Title of the work:

.....  
.....

Insert cover and back cover:

Insert dedication, if applicable:

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.....

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|  |  |
|--|--|



# 1.

## GETTING READY (before reading)

### A. CREATE AN INFORMATION SHEET FOR THE WORK

#### Author and Intention

Who wrote this story?

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In your opinion, why did they write this story?

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#### Nature of the Story

Where does the document come from? Where was it published?

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What makes it a literary work? Explain your answer with three relevant points.

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Is it a translation? Justify your answer.

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Is it an excerpt or a complete work? Justify your answer.

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**Production or Publication Context**

What is the story’s publication date?

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What do you think was the time difference between the date of production/publication and the historical event depicted in the story? What effect do you think this distance has on the way an event is recounted?

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What is the time difference with today? What effect do you think this distance has on the way an event is recounted? And on your reading?

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What do you know about the historical or production/publication context of the work (e.g. debates, political situation or ideology)?

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**Target Audience**

For whom is this story intended? Justify your answer.

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How might this choice of audience affect how the story is told (e.g. word choice, level of language)?

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## **B. WHERE I STAND**

Do you want to read this story? Give two reasons why or why not.

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What is the historical event at the heart of this book? Justify your answer.

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What do you know or think about this event? How did you learn this information?

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## C. STORY CONTEXT

What genocide is this story about?

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Where did the events described take place? Justify your answer.

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When did the events described take place? Justify your answer.

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Who were the protagonists involved in the genocide (e.g. perpetrators, victims, witnesses, collaborators, allies, resisters)?

For each group of protagonists involved in the genocide, describe their characteristics (e.g. culture, language(s), religion, history).

| Protagonists | Characteristics |
|--------------|-----------------|
|              |                 |
|              |                 |
|              |                 |
|              |                 |
|              |                 |
|              |                 |

In what context did this genocide take place (e.g. war, political crisis, religious rivalry)?

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## D. READING–DISCOVERY INTENTION OR INITIAL QUESTION

Formulate a question for which you'd like to find answers in this story:

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Why did you choose this question? Give two reasons.

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Final reading–discovery question chosen:

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.....



## 2. EXPLORATION (while reading the story)

### A. EXPLORING THE STORY WITH A CRITICAL EYE

Who are the main characters telling their story? Present them using a relationship diagram.

How do you think the choice of narrator (e.g. a child, a woman, an animal, a tree) influences the way the story of a genocide is told?

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How is this point of view different from that of the other characters or other stories?

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What other stories (fiction or non-fiction) could complement or nuance the point of view put forward in the story? Provide three examples and justify your choices.

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Were you surprised by the story's ending? Can you make connections with other stories? Explain your answer.

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Could this historical event have been avoided? Explain your answer.

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Quote at least one passage that resonated with you. Did this passage in the book evoke a particular emotion in you (e.g. anger, sadness)? Explain why you chose this passage by means of a picture or drawing.

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| Passage chosen + emotion felt and justification | Explanatory illustration |
|---|--------------------------|
|   |                          |

Select two or three passages from the book that caused you doubt or that you did not understand. Transcribe them, indicating the page. Explain what questions they raise for you.

| Passages chosen | Questions |
|-----------------|-----------|
|                 |           |

Select three passages that help to answer your initial question (reading intention). In a few words, explain how these passages helped you better understand the story.

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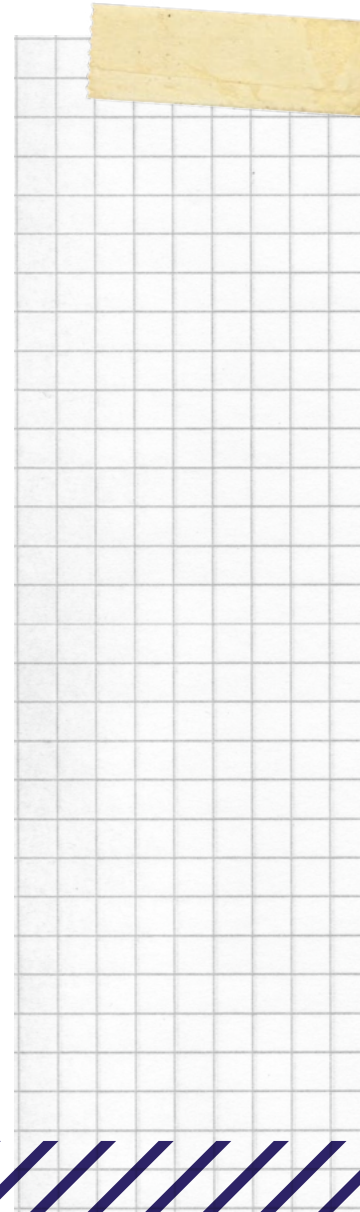
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## B. QUESTIONS ON THE GENOCIDE BEING STUDIED

1. Read the background document on the genocide addressed in the literary work.
2. Notice how each stage of the genocide process is presented in the story.
3. Explain how the stages of the genocide process are presented in the story. To do this, illustrate, wherever possible, how the work makes each stage of the genocidal process visible and explicit. What effects do you notice on the characters' lives?

| Stages | Effects |
|--------|---------|
|        |         |



4. Using the table below, discuss the similarities and differences in the information presented in the book and the background document on the genocide being studied. How do they complete each other? Justify your answer.

**Comparison between the literary work and the background document on the genocide being studied**

| Stage of the genocide                            | Similarities | Differences |
|--|--------------|-------------|
| To classify                                      |              |             |
| To dehumanize                                    |              |             |
| To polarize                                      |              |             |
| To organize                                      |              |             |
| To persecute and murder                          |              |             |
| To deny  |              |             |
| <b>Justice (obtained or yet to be obtained):</b> |              |             |

Justification: .....

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# 3. DEBRIEFING (after reading the story)

## WHAT I'VE LEARNED

Identify the main character of this story. Explain your answer.

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Is the title well chosen? And the cover? Would you have made different choices? Explain your answers.

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Present two things that you learned about the genocide being studied, and explain why you think these aspects are important to remember.

| Two new facts | Justification |
|---------------|---------------|
|               |               |



How did you learn these new facts?

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In one word, summarize what you learned from this story. Then justify your answer.

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Did the story change what you thought about this genocide before reading? Explain your answer.

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In your opinion, what is it about this story that makes it a powerful way to learn about a genocide?

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## CREATIVE SYNTHESIS

Carry out one of the following two activities:

Share, in a more personal form (e.g. picture, drawing, quotation, poem, music, diagram) what you take away from the story and what you've learned through this experience. Accompany this form with a justification.

Propose a new title for the story. Justify your choice using relevant passages from the literary work. Draw a cover page for the new title, and explain your drawing in a few words.

