

## Introduction

*Night* is the true story of Elie Wiesel's experience during the Holocaust of WWII. This WebQuest will be used as a post-reading activity after we have finished the novel.

The Holocaust was a time of planned extermination throughout Europe. Unfortunately, this type of destruction still occurs today. Genocide, or "deliberately killing a nationality or ethnic group" describes these mass killings that still happen throughout the world.

*For the dead and the living, we must bear witness.*

- Elie Wiesel

As citizens of a global community, it is our job to "bear witness" to these events. This WebQuest will broaden your understanding of past and present genocide as we search for a way to remember the dead and prevent future human suffering.



## Task

You have recently been appointed as head humanitarian consultants for the United States. As a new employee, your job is to rally support for the elimination of genocide in the world.

Each student will be assigned to a humanitarian case study group of four-five students. Each group will be given a present-day genocide case to investigate. Your goal is to study the background and current status of your genocide case. Each group will prepare a ten minute presentation about their case and will debrief their information to the class. Your presentation will also include an analysis of the similarities and differences between Elie Wiesel's Holocaust experiences and the information you find in your own case study.

Each student in the group will also create an awareness project that bears witness to the events in their case study. You may create a poster, poem, narrative, short video, or original photograph to rally support for the elimination of genocide in the world. These projects will be displayed in the classroom and around the school. Make sure your project looks professional!



## Ivory Coast

### Part I: Research

Your group will research the current genocide case of Cote d'Ivoire (Ivory Coast). In your presentation, you must include the following information:

- What groups of people were involved in the genocide? (Which people were being killed and which group did the killing?)
- When and why did the genocide begin? (What was their motivation?)
- What kinds of violence and oppression occurred during the genocide?
- How many people were negatively affected by the genocide? (Killed, trafficked, etc. . . .)
- What kinds of responses have happened towards the genocide? (How has the world reacted to the Ivory Coast? How have people in the country reacted? Are there any organizations that try to help the victims?)
- Which stage of genocide is the Ivory Coast currently in according to [Gregory Stanton's model](#)? Thoroughly explain your choice.

All presentations must be made with PowerPoint or Prezi and will be saved to a flashdrive or emailed to the teacher by the end of Day Two. Class presentations will be ten minutes long and will be held on Day Three.

### Resources



### Resources

- <http://worldwithoutgenocide.org/current-conflicts/cote-divoire-ivory-coast>
- <http://www.aljazeera.com/news/africa/2010/12/20101229203149192560.html>
- [http://www.genocideintervention.net/blog/update\\_cote\\_d%E2%80%99ivoire](http://www.genocideintervention.net/blog/update_cote_d%E2%80%99ivoire)
- [http://www.huffingtonpost.com/2011/04/02/ivory-coast-massacre-1000-killed-duekoue\\_n\\_844000.html](http://www.huffingtonpost.com/2011/04/02/ivory-coast-massacre-1000-killed-duekoue_n_844000.html)

### Part Two: Compare and Contrast

- After you have researched your subject, you will work with your group to compare genocide in your case study with Wiesel's experiences in the novel.
- Create a Venn Diagram and list ten differences between the novel and your case study. Also list at least five similarities.
- A typed up version of your comparison discussion must appear in your group presentation.



### Part Three: Awareness Project

- Using the information that you have learned about the Ivory Coast, you will now create an Awareness Project that will rally support against genocide.
- Your project should be creative and fun! Posters, slideshows, short videos, and ads are the most effective for communicating your message. Other creative outlets may be discussed with and approved by the teacher.



## UPDATE ON COTE D'IVOIRE

Submitted by ginetadmin on Mon, 01/24/2011 - 4:19pm

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Just over one month ago, violence broke out in Cote d'Ivoire between supporters of incumbent President Laurent Gbagbo and internationally recognized President Elect Alasane Ouattara. The situation is becoming more serious, with the United Nations Special Advisor for the Prevention of Genocide stating their grave concerns about the "...possibility of genocide, crimes against humanity, war crimes and ethnic cleansing in Côte d'Ivoire." GI-NET/SDC has been monitoring the situation for the past month and is closely watching developments as they unfold.

While supporters of President-elect Ouattara remain at risk of attack by security forces linked with Laurent Gbagbo in the commercial capital of Abidjan, reports of fighting between ethnic groups in western Côte d'Ivoire are increasing. According to GI-NET/SDC research, these clashes may be responsible for much of the increase in fatalities over the last two weeks, including at least 49 dead and the displacement of more than 30,000 people.

The international community has already taken swift action to respond to the situation. The United Nations authorized the deployment of more than 2,000 additional troops to the peacekeeping mission in the country. Additionally, the United States and European Union have put travel bans and financial sanctions in place against Laurent Gbagbo and his closest advisors.

Even though the African Union and Economic Community of West African States (ECOWAS) have repeatedly send mediators to convince Mr. Gbagbo to give up power, these efforts have yet to bear fruit.

**STOP  
GENO-  
CIDE**  
WWW.STANDNOW.ORG

## Conclusion

You are now on your way to becoming a global citizen. Your research and your awareness projects are part of the ongoing process to "bear witness" to global genocide.

*For the survivor who chooses to testify, it is clear: his duty is to bear witness for the dead and for the living. He has no right to deprive future generations of a past that belongs to our collective memory. To forget would be not only dangerous but offensive; to forget the dead would be akin to killing them a second time.*

-Elie Wiesel