



# ONE MILLION BONES

SECONDARY SCHOOL  
GRADES 6-12

# EDUCATOR PACKET

Dear Educator,

One Million Bones is a social arts practice working to raise awareness of genocides and atrocities that are happening around the world, today.

As a social arts practice, we use education and hands-on art making to provide age and audience appropriate discussions of genocide, and particularly with young children, its root cause, intolerance. Since March of 2010, students and teachers, artists and activists, senior citizens and the general public have been participating in One Million Bones workshops across the country. We are working towards reaching 1,000,000 people in these workshops and having each person create a hand made bone. In the spring of 2013, we will take all 1,000,000 of these bones and install them on the National Mall in Washington, D.C.

We believe that the most effective avenue for creating positive social change is through education. Inviting the One Million Bones project into your classroom will create an opportunity for your students to begin making that change. With the help of your school, we can meet our goal.

Genocide is undoubtedly a difficult and painful subject to teach and learn about in the classroom; however, it is important to recognize that these atrocities are occurring today, and that intolerance is at the root of these conflicts. Equally important, however, is the message that there is hope for a better future, and through working together to learn about the mistake of intolerance and actively contributing to a collective movement, students can deal with genocide in a manner which allows them to be empowered. Even kindergarten classes are using this narrative to talk about intolerance in their own communities.

The One Million Bones project can be integrated into lessons for nearly any subject, and we have several resources with which we can provide educators for lesson assistance in multiple areas of academic study. Our resources cover subjects such as English, art, social studies, mathematics, and science, and we encourage your school to work with us in order to enhance instruction of your students in a manner which promotes hopefulness, a vision for the future, and a sense of empowerment. Offering many different ways of approaching the One Million Bones project allows students to explore different areas of learning and make connections between issues in the global community and their own lives.

We hope that you will consider bringing this project into your classes, perhaps every semester until our 2013 installation. If you would like to participate in the project or if you simply remain curious, I encourage you to contact our educational outreach coordinator with questions, concerns, feedback, etc. at [education@onemillionbones.org](mailto:education@onemillionbones.org). I look forward to working with you and your students in the near future.

In solidarity,

Naomi Natale

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**Naomi Natale**  
Founder/Director  
**One Million Bones**  
505.314.1112

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## ONE MILLION BONES **ACROSS THE CURRICULUM**

Despite the natural and evident relationship between One Million Bones and a curriculum focusing on the study of genocide and tolerance, One Million Bones believes that further integration can be made at multiple grade levels and within various classroom topics. One Million Bones encourages educators in all disciplines to consider working with us to enhance instruction. In particular, One Million Bones seeks to highlight those instances where intangible notions can be made concrete through the creation of a bone. Examples of such intangible concepts include: the systematic elimination of a particular group of people, the understanding of large numbers, the relationship between body and spirit. In other words, the creation and accumulation of art objects symbolizing our communal desire to end genocide.

Below you will find three links that will take you to specific subject areas. Here, you will find online resources, suggested relevant texts and assignment ideas. Overall, our hope is that you use these resources to guide your own thinking about how to best integrate One Million Bones into your classroom. Then let us know what you did and how it went.

**\*\*While we encourage students and their families to support the project in this way if they choose to, we do not require it, and we will not refuse any unsponsored bones.**

**\* It is also VERY IMPORTANT that, once you commit to bringing this project to your school, you go online and fill out the **Host A Bone Event Form** located on our website.**

### **CURRICULUM CONTENTS**

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## ONE MILLION BONES IN ART

One Million Bones uses art to engage individuals with a pressing global issue: genocide. One Million Bones is a project that falls squarely into the category of art activism. Art activism (or activist art) can be identified by exhibiting all or a majority of the following characteristics

- 1) Addressing of sociopolitical/cultural issue
- 2) Use of public space
- 3) Individual empowerment or engagement
- 4) Community benefit
- 5) Collaboration
- 6) Emphasis on cultural context of the art
- 7) Conscious use and application of materials



Should you choose to engage with the One Million Bones project, you and your students will become a part of a larger community of artists, activists and students from around the United States and the world. Emphasizing the ways that art can build bridges between people, connect us to each other, and provide individuals with the ability to turn creative impulse into social impact stands as a core belief of art activism and this project.

Because art curricula is too vast and broad to simply second guess how and where One Million Bones might fit into your specific, particular curriculum, we do not provide specific lesson plans for the integration of this project into any particular classroom, with any specific grade level. However, if an instructor is interested in creating for their students a clear connection between their classroom and the larger community, providing students with a concrete project with which to engage, and an ability to see themselves as a part of the world at large through their creative work, One Million Bones stands as an amazing opportunity for you and your students. We are confident that One Million Bones can be adapted to many art curricula including those that may emphasize the following skill sets, materials concerns, or course content:

**1) Experience with sculpture/3-D art**

- Connecting this art activism project with the long history of drawing and sculpting the human form
- Exploring what it might mean to create concrete or abstract bone
- Limitless possibilities regarding materials

**2) Reuse or recycling of materials**

- Students may be asked how to use simple household materials to create a bone; cardboard, wire, paper

**3) Conscious use of neutral colors**

- Asking students to limit themselves to a specific palate
- Consider the symbolic purpose of a neutral palate

**4) Art activism as subject matter — can focus on particular movements and time periods**

- Explore example of other forms of art activism—links in the resources page
- Present art as a way to engage individuals and create change in the world

These are very broad suggestions for integrating **One Million Bones** in to your curriculum. If you have any particular/specific question about how this might work please contact the education coordinator at [education@onemillionbones.org](mailto:education@onemillionbones.org)

## ONE MILLION BONES IN ENGLISH & SOCIAL STUDIES

If you're looking to connect One Million Bones to either an English or Social Studies curriculum, chances are that you're already working with a required curriculum, set of lesson plans, or text(s). To be sure, many states require the teaching of genocide and/or diversity tolerance and there is already a spate of online resources aimed at helping educators integrate genocide studies into the classroom. (Please check these resources out on our Online Resources page.)

If you are working with an established curriculum, One Million Bones is a profound way for an instructor to make tangible two of the more ephemeral aspects of genocide:

- 1) the numbers of those murdered;
- 2) connection between those who died and those who live.

This is also a way for students to become empowered, to understand that though many of the atrocities they study happened, what will most likely seem to them, a long time ago, they can have a positive impact on ending genocide today.

One Million Bones is a way for the educator to impress upon students the importance of civic engagement, to understand that the books we read in class, the ideas we discuss in school, do matter in the world. They matter in a very real way.

As a way to connect the making of bones with classroom texts and assignments, English and Social Studies instructors alike might begin with an examination of the word BONE. We have many phrases and sayings that connect us with the bone, an object that is has a corporeal connection with our "self." You and your students might consider the power/influence of the following phrases:

Bare bones

Bone chilling

Bone of contention

Bone dry

Bone tired

Drenched to the bone

Feel it in one's bones

Laying down the bones

Making his/her bones

Mothering down the bones

Writing down the bones

Asking students to research the origination of the phrases, or to conduct a kind of social science survey by having them create quizzes to find out which age groups know which sayings might be a way in to discuss the connection between social science and linguistics.

Another approach would be to use the following questions as discussion prompts and/or starting places for connecting One Million Bones with classroom curricula:

- Is there connection between the bone and the heart?
- Is the bone more tangible than the heart?
- What is the connection between a bone and history?
- What about the fact that, when removed from the body, all bones are white—all bones look the same?
- What is the power of the bone in an image? Does the word “bone” have the same effect in a poem?
- How and when do bones matter in social science research?
- What kind of information can a bone provide?



Overall, the key to connecting One Million Bones with English and Social Studies curriculum will have to do with presenting One Million Bones as a way to make the classroom study of the past relevant to the survival of humanity today.



## ONE MILLION BONES IN SCIENCE & MATHEMATICS

For many of the reasons that an instructor in art, English, or social studies would want to connect their course material with One Million Bones, we are confident that science and mathematics instructors would be able to reinforce skills and concepts with inclusion of bone-making as well. We at One Million Bones suggest that any curriculum that includes the study of The Human Body, The Skeleton, or the Mathematical Principles of The Human Body (The Golden Proportion) would be enhanced by connecting it with our project. The Online Resources page contains links to specific science and mathematics curricula that would easily accommodate inclusion of One Million Bones.

In addition, One Million Bones stands as an excellent case study for any class that is focused on problem solving. We would invite any classroom to figure out some of the larger questions that we have had to consider in order to gauge the feasibility of the project, such as:

- 1) How much storage space would we need if bones are to be no larger than 3 ft. (1 m) in length and weigh no more than 3 lbs. (1.25 kg)?
- 2) How much square footage would be needed on the Mall for the installation of either 1,000,000 or 5,000,000? How “deep” would the bones be piled?
- 3) How much time would we need for installation and removal of the bones from the Mall?
- 4) How long will it take to collect 1,000,000 bones? What are some scenarios? What would be a good time estimate for completion of the project?

We would love to hear of answers to these larger questions as we continue to work on these problems as well.

# PARTICIPANT INFORMATION SHEET

We ask that you record the name of every person who attends your school's event and makes a bone. We also ask that you keep track of the number bones that each person makes.

On the next page is an example of an excel spreadsheet that can be used for doing this. It is not required that we collect the email addresses of the attendees unless they want more information about the project.



# ONE MILLION BONES

Student Participant Information

## GENERAL INFORMATION

Name of School/ Address	Educator Name	Phone
	E-mail:	Class Grade

## STUDENT INFORMATION

Last Name	First Name	E-mail address	Bones Made	Bones Sponsored

[illegible]

## BUSINESS SPONSORSHIP REQUEST

Unfortunately, at this time, One Million Bones is unable to provide supplies for schools or funds for shipping however, several schools who did not have the budget for supplies have been successful in obtaining in-kind donations of supplies and/or business sponsorships that covered the cost of supplies and/or shipping.

Located on the next page is a business sponsorship letter which can be used as a template for your school to ask for donations from local businesses.



# ONE MILLION BONES

[onemillionbones.org](http://onemillionbones.org) | P.O. Box 30426 Albuquerque, NM 87190

Dear [Local Business Owner's Name],

I'm writing to inform you of [your school's name here] participation in a global initiative that is working to raise awareness of genocides and educating individuals and communities about its root cause: intolerance. This initiative is called One Million Bones.

One Million Bones is a social arts practice and art installation designed to recognize the millions of victims killed or displaced by ongoing genocides. Their mission is to increase global awareness of the ongoing devastation of genocide, raise funds to protect and aid displaced victims and educate students about tolerance through art and social activism. For more information about this initiative, please visit [www.onemillionbones.com](http://www.onemillionbones.com).

As a teacher, I think this is a valuable learning experience for my students and so, on [date of your activity], our class will be participating by learning about tolerance and making a hand-made bone, a symbol of our human connection. This activity will allow students to showcase their creativity and join a global community working to end genocide. The bones created by our students will become part of One Million Bone's installation on the National Mall in 2013.

We are seeking small donations from local businesses to support the cost of extra materials, shipping and a small sponsorship of the bones we create during class. The sponsorship funds will be donated to Enough!, Women for Women International and the Genocide Intervention Network to support direct services for survivors in Central Africa and policy advocacy in Washington, D.C.

Your support of this learning experience, in whatever amount you can, is greatly appreciated.

Sincerely,



# ONE MILLION BONES

[onemillionbones.org](http://onemillionbones.org) | P.O. Box 30426 Albuquerque, NM 87190

## FOR IMMEDIATE RELEASE

[Your Name] [Your phone number]

[Your email address]

[Your school] participates in National Social Arts Program

[Your city, state] [date] As part of the national social arts practice, One Million Bones, [your school and class] is participating in a educational and hands-on art making lesson designed to increase student awareness of current social issues, and support the connection between experiential education and the arts and deeper learning and civic engagement.

What: [Type of Lesson]

When: [Date of lesson]

For more info: [\[your email address\]](mailto:your_email_address)

[please briefly describe the activity your students will be participating in, and also how it relates to their overall achievement of educational standards, benchmarks and development three to four sentences should suffice]

## About One Million Bones

One Million Bones is a social arts practice working to raise awareness of genocides and atrocities happening in the world today. We use education and hands-on art making to engage participants in age and audience appropriate discussions of issues of genocide, atrocities and humanitarian crises, and move them to action. For more information about One Million Bones please visit our website at: [www.onemillionbones.org](http://www.onemillionbones.org)

“When we make something with our hands it changes the way we think; which changes the way we feel; which changes the way we act.”

Carl Wilkens

# TAKE & UPLOAD PHOTOS

## WHY PHOTOS?

- Photos are a powerful, eye-catching way to relay an event to an audience.
- A photo can say a thousand words.
- Photos can be easily shared with others.
- Because this is a long-term project, visual documentation of progress and events is important.

## SUBMITTING YOUR PHOTOS

- Please try to e-mail your photos to us within a week of the event.
- Choose your best pictures (maximum of 10) and e-mail high res files to:  
[education@onemillionbones.org](mailto:education@onemillionbones.org)
- Indicate the name of the event in the subject line of the email with the word “Photos”  
ex. Photos: [Your School Name] [Class Name] [Date]
- Label the image in the following format: [Your School Name] \_[Town/City]\_[Date].



### COPYRIGHT

All photos taken by One Million Bones staff, members or volunteers are copyrighted © One Million Bones.



**Not a One Million Bones staff, member or volunteer?**

- You will retain the copyright to the image and there are no restrictions on your use. We do ask that you not use the photos in any way that may compromise the security of the subjects.
- If you submit an image, you do so in accordance with One Million Bones' Terms and Conditions:
- The image must be your own original work. By sending an image to One Million Bones you agree to grant us a royalty-free, non-exclusive, indefinite license to use the image in any way, in any media worldwide.

One Million Bones reserves the right to allow use of your image by the media and other external organizations/individuals (for example, NGOs) in connection with its work.

***Previous Page:* Ruqaayah Aakil-Bey making a bone at the Dennis Chavez Community Center, in Albuquerque, on July 1, 2010.**

# SHOOT & UPLOAD **VIDEOS**

## **WHY VIDEO?**

Video is a powerful medium and an important form of documentation. Video production and distribution is becoming easier and more accessible. You can record your video on your mobile phone, a USB camera, a digital camera or a digital camcorder.

Make sure you check out One Million Bones' YouTube channel: [www.youtube.com/OneMillionBones](http://www.youtube.com/OneMillionBones)

## **TIPS ON USING VIDEO**

- Go to [www.witness.org](http://www.witness.org) for tools and resources to help you plan and shoot your video and to ensure that you maintain your own safety and security and that of your subjects.
- Disseminate the same video on multiple platforms. You can share your video on platforms such as Archive.org, EngageMedia, The Hub, WITNESS Human Rights Video, and Politube as well as Facebook, MySpace and other social networks. From these platforms they can be linked to websites and email campaigns to encourage participation and statements of support.
- You may need to compress your video (reduce the file size) so people can upload and download it more easily, and encode it into a format that is viewable online. Go to [www.videohelp.com](http://www.videohelp.com) for advice on this.

## BECOME A STUDENT AMBASSADOR

**As a One Million Bones Ambassador, you will take an active role as a leader in this initiative and bring a bone-making event into your school or community.**

Ambassador responsibilities include:

- Collecting 100 sponsored bones from your community for our exhibit in 2013.
- Promoting One Million Bones in your school and community.
- Providing us with all documentation of your efforts in bringing this project into your community.

**One Million is an incredible number. We need you to stand up and take an active role in bringing this project to your classrooms, student organizations, communities.**

**Become a One Million Bones Student Ambassador. Stand up. Make noise. Take action.**

## OTHER RESOURCES

Located in this section are other resources that will assist you with bringing One Million Bones to your school.

Please note that you can download all of these resources from our website, or, if you would like them sent directly to your computer, send an email to [education@onemillionbones.org](mailto:education@onemillionbones.org) with your request and we will send them to you.

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# RECOMMENDED SUPPLY CHECKLIST

The following are a list of the methods that we recommend for bone making. The methods ensure durability, meeting of weight requirements, and allow for sustainable and long-lasting bones.

The below list of recommended supplies are for groups of **20 people or less**. Please multiply the amount of supplies accordingly for the number of students involved with your event.

\*Note that there are video tutorials as well as instructions and alternate methods available on our website. [www.onemillionbones.org](http://www.onemillionbones.org)

## Plaster Gauze Method

- 12-15 rolls of plaster gauze (found cheapest at any surgical supply store)
- Newspaper
- Water
- Bone images
- Optional: wire

## Homemade Plaster Gauze

- Neutral colored fabric strips (ranging from 1.5"-2" in size)
- Plaster of Paris
- Water -Newspaper
- Bone images
- Optional: wire

## Paper and Tape:

- Newspaper
- Masking Tape
- Shellac
- Wire

## Clay Method (this clay will need to be fired)

- Clay for 20 people (30-40 lbs. depending on bone size)
- Paint, glaze, or stain
- Paintbrushes
- Sculpting tools (popsicle sticks, clay tools, etc.)
- Bone images

\*\* for this method, a firing facility is necessary in order to properly use and fire clay

# EVENT GUIDELINES

**Please read through the below guidelines and suggestions before planning your event.**

**Step 1: Sign up for your bone making event(s):**

<http://onemillionbones.squarespace.com/host-a-bone-event-form/>

For support with extended integration of this project into a semester or year -long program, please contact [education@onemillionbones.org](mailto:education@onemillionbones.org).

**Step 2: Get Materials and Make Requests**

- a. Curriculum: You are welcome to use any of the curriculum we have provided, or you may adapt it to your needs.
- b. Sign in and Participation Forms
- c. Use any of the request letters to ask for sponsorships, donations and to get press.

**Event Resources:** Our goal in promoting these events is that they will create a space for people to come together and find their voice on this issue. To help inform participants of this project and its vision/mission we ask hosts to screen a 3 min. video from our projects founder. This short video helps to understand the meaning and importance behind this initiative. We hop that it will inspire attendees to want to get more involved and spread the word. Our goal is ambitious and we need this to catch on!

**3 Min Video** (live link on on-line guidelines page). We also suggest that you screen a 5 min. video Darfur Rising (also available on our website) to give a glimpse of what is happening to day. This is not a visually violent film; however, it does give some violent testimonies. You may not want to show it to attendees under 14.

**Step 3: Make Bones!**

It may be helpful to create a bone before the event so that you can assist attendees if they have questions.

**Documentation:** We encourage all teachers to document the bone-making with photos or video if possible. If you are able to document the event, please be sure e-mail your photos to [education@onemillionbones.org](mailto:education@onemillionbones.org). Consider uploading your 10 best images and/or video as well as any poster/flyer designs with your bones. We want to keep copies of these in our scrapbook.

**Step 4: Bone Shipping:** It is your responsibility to ship the bones to us. Bones should be shipped within two weeks of your event date so that we can keep a record of when to expect them. Please be sure to include the participant information sheets from the event along with any bone sponsorship funds.

Bones should be shipped to our mailing address at:

**One Million Bones**

**P.O. Box 30426**

**Albuquerque, NM 87190**

**Lesson Plans:** As educators, you may come up with a lesson plan to accompany using this bone-making event in your classrooms. We also ask that you submit these lesson plans to us so that we can provide them as a resource educators who may use this event in their classrooms in the future. You can send lesson plans to [education@onemillionbones.org](mailto:education@onemillionbones.org).

# GENOCIDE EDUCATION RESOURCES

Here, educators will find links to genocide curricula already in existence. There are some fabulous lesson plans available and we recommend PBS as a wonderful starting point, regardless of grade level. Most of these resources are for upper elementary through high school level, but many of these ideas can be adapted to all grade levels. If you find any one of these online resources particularly helpful, or have another suggestion, please let us know.

Links to all of these resources can be found on our website.

## **PBS Guide to Teaching Genocide**

<http://www.pbs.org/teachers/thismonth/genocide/index1.html>

PBS Teachers is PBS' national web destination for high-quality preK-12 educational resources. Here you'll find classroom materials suitable for a wide range of subjects and grade levels. We provide thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS' award-winning on-air and online programming like NOVA, Nature, Cyberchase, Between the Lions and more.

This site offers four different teaching guides for separate age groups from grade 3 to grade 12. Guide includes text suggestions and many online resources.

## **Facing History and Ourselves**

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

Founded in 1976, Facing History and Ourselves is an international educational and professional development nonprofit organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.

There are some absolutely fantastic lesson plans here. Just type in genocide in the webpage's search box and you'll have a ton of great material to check out.



## **Human Rights and Genocide:**

### **Case Study of the First Modern Genocide of the 20<sup>th</sup> Century**

<http://www.teachgenocide.com/lessonplans/index.htm>

This comprehensive teacher's manual focuses on the Armenian Genocide of 1915 during which 1.5 million Armenians, half of the Armenian population, were systematically annihilated. It includes a 1-day, 2-day, and 10-day unit with all the materials teachers will need, including more than two dozen overheads, interactive classroom exercises and more. Discussions include a wide range of topics related to the Armenian Genocide: the history of Armenians in the Ottoman Empire, primary source documents, witness and survivor memoirs, maps and political-economic timelines, and the problem of denial. The lessons also consider the links between the Armenian Genocide and the Holocaust, and capture other major human rights violations such as the Transatlantic Slave Trade, the Rape of Nanking, and the Cambodian and Rwandan genocides.

### **The Genocide Teaching Project**

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

The Project provides resources to teach about the legal concept of genocide in high schools, including a discussion of the [Genocide Convention](#) (1948), a brief overview of genocides that have taken place throughout history, and the types of behavior and actions, which may lead to genocide. Our two lesson plans include a 90-minute lesson on the genocide in Rwanda and a 45-minute lesson on the current violence in Darfur, Sudan. After the students learn about these two crises, the lessons conclude by having the students identify actions they can take - both as individuals and as a group - to impact the situation in Sudan and to ensure that genocide does not happen again.

### **Teach Against Genocide:**

#### **The State-by-State Campaign for Genocide Education**

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

**Teach Against Genocide (TAG)** works to ensure that every student learns about mass atrocities and what they can do to prevent and stop them. We lobby local school boards and state legislatures to make human rights and genocide education a part of the school curriculum and to provide teacher trainings and materials.

This site provides a fairly comprehensive list of all educational resources regarding the teaching of genocide. We at **One Million Bones** suggest taking a look at the state of genocide education in general in order to understand the greater need for our project.

## Films

### Documentary Films

#### ***Blessed is the Match: The Story of Hannah Senesh (2008)***

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

Narrated by Joan Allen, *Blessed Is the Match* is the first documentary feature about Hannah Senesh, the World War II-era poet and diarist who became a paratrooper, resistance fighter and modern-day Joan of Arc. Safe in Palestine in 1944, Hannah joined a mission to rescue Jews in her native Hungary. Shockingly, it was the only military rescue mission for Jews during the Holocaust. Hannah parachuted behind enemy lines, was captured, tortured and ultimately executed by the Nazis.

A free 30-page Study Guide for middle and high school students, and created by Facing History and Ourselves, is now available: [www.facinghistory.org/resources/publications/blessed-is-the-match](http://www.facinghistory.org/resources/publications/blessed-is-the-match)

#### ***The Devil Came on Horseback (2007)***

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

Brian Steidle was quite surprised to find himself an advocate for social and political change--when his personal point of view about the world of international politics was transformed by his serving as an observer for the African Union in the Sudan. For six months, he watched the Sudanese Arab-controlled government actively engage in an ongoing systematic genocide against black citizens living in the country's Darfur region. He decided he had to do something to save hundreds of thousands of innocent people from slaughter.

#### ***Disarm. (2008)***

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

*Disarm.* is an in depth study and status report about a crucial worldwide humanitarian effort, one which can, with the commitment of all governments, be realized. It involves the total ban of the manufacture, trade, stockpiling and deployment of all landmines, and the removal and destruction of all landmines that are still buried in fields and forests around the globe. These weapons of mass destruction cripple entire populations one man, woman or child at a time.

#### ***Genocide (1981)***

*Genocide* tells the story of millions of men, women and children who were slaughtered in Hitler's "Final Solution". *Genocide* won the 1981 Academy Award for Best Documentary.

***My Neighbor, My Killer (2008)***

<http://www.gacacafilms.com/mnmk/>

The 1994 genocide of Tutsis by Hutus left Rwanda physically and psychically bereft and unable to function. The Gacaca Law mandated Tutsis and Hutus to reconcile--to forgive and move on with the rebuilding of the nation. Anne Aghion spent more than nine years chronicling the peace process to produce this brilliant documentary that brings us to a new level of understanding about the human capacity for creating mutuality.

***Paper Clips (2004)***

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

PAPER CLIPS is the moving and inspiring documentary film that captures how students in Tennessee responded to lessons about the Holocaust-with a promise to honor every lost soul by collecting one paper clip for each individual exterminated by the Nazis. Despite the fact that they had previously been unaware of and unfamiliar with the Holocaust, their dedication was absolute. Their plan was simple but profound. The amazing result, a memorial railcar filled with 11 million paper clips (representing 6 million Jews and 5 million gypsies, homosexuals and other victims of the Holocaust) which stands permanently in their schoolyard, is an unforgettable lesson of how a committed group of children and educators can change the world one classroom at a time.

***"Screamers" (2006)***

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

"Screamers" was directed by Armenian-American Carla Garapedian with the help of the band System of a Down. This film does not focus on one particular incident of genocide but attempts to look at the deeper questions behind its causes. In one segment, it explores the Armenian Genocide - the massacre of hundreds of thousands of Armenians from 1915 to 1917 in the Ottoman Empire - and why it is so actively denied in Turkey. "Screamers" also inspects the genocides in Darfur and Rwanda.

**\*\*More suggestions for films about genocide are located on our website.**

## Online Multi-Media

In addition to the use of film in the classroom, multi-media provides the instructor with a way of visually engaging students with a subject matter, often in a shorter space of time.

### TEDTalks

TED is an organization devoted to Ideas Worth Spreading. It started out (in 1984) as a conference bringing together people from three worlds: **Technology, Entertainment, Design.** Today, TED boasts over 450 TEDTalks on a variety of subjects intended to “change attitudes, lives and ultimately, the world.”

**Director/Founder of One Million Bones, Naomi Natale was just this year selected as a TED Senior Fellow. You can check out her bio here:** <http://www.ted.com/fellows/view/id/58>

### Complicated Hero

[http://www.ted.com/talks/lang/eng/samantha\\_power\\_on\\_a\\_complicated\\_hero.html](http://www.ted.com/talks/lang/eng/samantha_power_on_a_complicated_hero.html)

Samantha Power tells a story of a complicated hero, Sergio Vieira de Mello. This UN diplomat walked a thin moral line, negotiating with the world's worst dictators to help their people survive crisis. It's a compelling story told with a fiery passion. Samantha Power studies US foreign policy, especially as it relates to war and human rights. Her books take on the world's worst problems: genocide, civil war and brutal dictatorships.

### Psychology of Evil

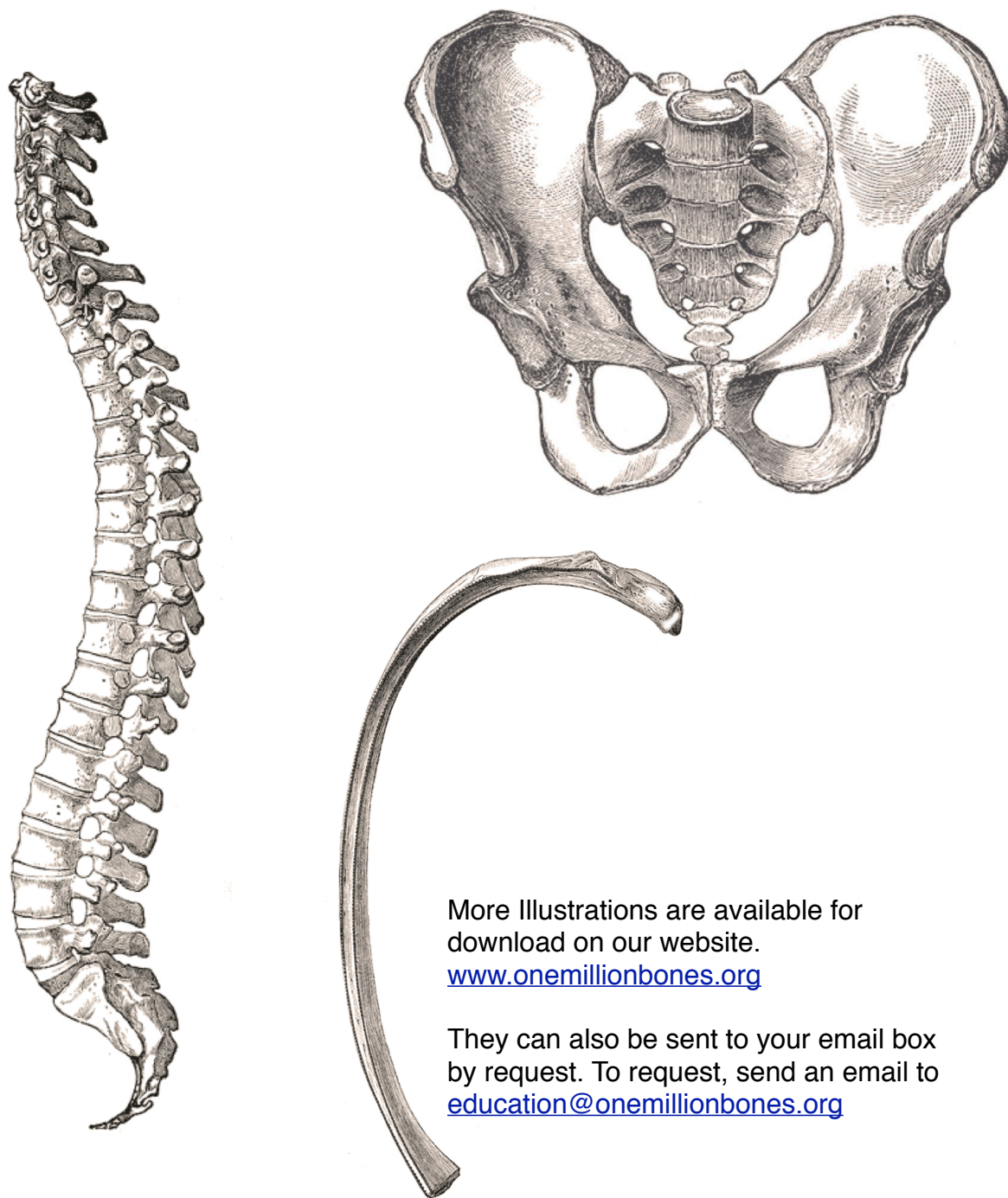
[http://www.ted.com/talks/philip\\_zimbardo\\_on\\_the\\_psychology\\_of\\_evil.html](http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil.html)

Philip Zimbardo knows how easy it is for nice people to turn bad. In this talk, he shares insights and graphic unseen photos from the Abu Ghraib trials. Then he talks about the flip side: how easy it is to be a hero, and how we can rise to the challenge. Philip Zimbardo knows what evil looks like. After serving as an expert witness during the Abu Ghraib trials, he wrote *The Lucifer Effect: Understanding How Good People Turn Evil*. From Nazi comic books to the tactics of used-car salesmen, **he explores a wealth of sources in trying to explain the psychology of evil.**

**\*\*Even more online resources are available on our website including youtube videos and photographs.**

If you have any suggestions for more resources or resources that you would like to see listed, please let us know at [education@onemillionbones.org](mailto:education@onemillionbones.org).

Also, if you have any further questions, comments, or concerns, please do not hesitate to ask. We will address them as quickly as possible.



More Illustrations are available for download on our website.

[www.onemillionbones.org](http://www.onemillionbones.org)

They can also be sent to your email box by request. To request, send an email to

[education@onemillionbones.org](mailto:education@onemillionbones.org)

# CONTACT INFORMATION

We would love to hear from you. If you have any questions, comments, concerns or suggestions, about this packet or bringing our project into your classroom, please do not hesitate to contact us.

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We look forward to hearing from you.