

LESSON PLAN

**Bosnia: Genocide by Proxy?**

Module Two: GENOCIDE AND CRIMES AGAINST HUMANITY Unit II. Bosnia

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**Grade Level**

High School

**Length**

3 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

**World History 12.2.6** Students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.

**World History 12.2.10** Students will analyze major 20th century historical events.

**World Geography 12.4.1** Students will demonstrate geographical skills.

**World Geography 12.4.3** Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

**World Geography 12.4.4** Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

**World Geography 12.4.5** Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

**World Geography 12.4.6** Students will analyze the forces of conflict and cooperation.

**World Geography 12.4.7** Students will apply geography to interpret the past, understand the present, and plan the future.

**McREL NATIONAL STANDARDS**

**Historical Understanding 1.4.1-4:**

Understands and knows how to analyze chronological relationships and patterns.

**Historical Understanding 2.4.1-14:**

Understands the historical perspective.

**World History 43.4.1-9:**

Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

**World History 44.4.1-15:**

Understands the search for community, stability, and peace in an interdependent world.

**World History 45.4.1-3:**

Understands major global trends since World War II.

**World History 46.4.1-2:**

Understands long-term changes and recurring patterns in world history.

**OBJECTIVES**

1. Students will learn the concepts of *ethnic group*, *minority ethnic group*, *ethnic cleansing* and *genocide*, as well as the difference between a *nation* and a *state* in the context of geographic map reading and prediction skills.
2. Students will understand the role of religion as a source of differences among ethnic groups and the importance of international systems for resolving conflict.
3. Students will apply the above concepts in the context of the events that took place after the division of Yugoslavia in 1992.

**TERMS**

ethnic group  
minority ethnic group  
ethnic cleansing  
genocide  
nation  
state

**MATERIALS**

DAY 1: Current Map of Eastern Europe or Atlases for each student

DAY 2: Access to computers → *Global Human Rights*, Module II: Genocide and Crimes Against Humanity, Unit 2. Bosnia

Ethnic Group Worksheet (attached)

Vocabulary Worksheet (attached)

DAY 3: Signs to post in class: STRONGLY AGREE, AGREE, STRONGLY DISAGREE, DISAGREE

**DAY 1:**

**KEY CONCEPTS: ETHNIC GROUP, COUNTRY SHAPE, NATION, STATE**

**DAY 1 ANTICIPATORY SET**

1. Ask each student to finish this sentence on a piece of paper:  
“I know I belong to the \_\_\_\_\_ *ethnic group*  
because I \_\_\_\_\_  
\_\_\_\_\_.
2. Then ask each student to make a list on a sheet of paper of the things that make his/her *ethnic group* unique.
3. Form partners to share their lists with each other. Then, each set of 2 will create a list of the things that both students agree make an *ethnic group* unique. (The lists should have 5-6 concepts on them, such as:
  - Religion
  - Language/Dialect
  - Physical appearance
  - Similar values and beliefs
  - Geographic locations (or national origin)
  - Cultural features such as music, food, clothing, celebrations
  - Shared historical experiences
  - Being considered a group by themselves (*and others*)
4. When that is done, have each pair of students rank those items from “most likely to be important to the ethnic group” to “least likely to be important to the ethnic group,” that is, which things they think an ethnic group is least likely to change or is most likely to have the longest influence on keeping the group as a separate ethnic group.
5. Ask each pair around the room to support their choice as they suggest it. Write the #1 ethnic group concept on the board. Repeat the process until a list comparable to the one above is written on the board. (This may require asking for #2 and #3 choices.)

**DAY 1 INSTRUCTION**

1. Ask the students how many of them have heard references to Bosnia, Serbia, or Slobodan Milosevic. (Probably few, but solicit as much information from the students as possible.)
2. Tell the students that they will be learning about the intersection of ethnic groups, geography, and human rights in the context of the division of Yugoslavia in 1992 into the countries now seen on maps of Eastern Europe.
3. Hand out current atlases (or a map of Europe) to each student. Show a projection of pre-1992 Eastern Europe on this website:  
[http://adrianchapman.com/maps/europe\\_1991\\_600x540.php](http://adrianchapman.com/maps/europe_1991_600x540.php)

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4. Ask the students to compare Eastern Europe as it is shown in the Atlas to the pre-1992 map. What differences do they see? (If necessary, direct their attention to former Yugoslavia and have them identify these locations: Croatia, Slovenia, Bosnia and Herzegovina, Yugoslavia, Serbia and Montenegro, Albania, Kosovo and Macedonia.)
5. The students should identify reasons why these smaller countries might have appeared. Have them speculate about the process of creating countries. Who decides that a separate country should exist? Why might a group want its “own” country? How are the boundaries formed and capital cities selected? Why might a “host country” NOT want to be divided?
6. Tell the students that the shape of a country, the kind of borders it has, and the number of ethnic groups living in a country are all very important to its political and economic stability.
  - a. SHAPE
    - (i) Have students draw each of these:
      - a circle
      - a long rectangle
      - any shape with a long, thin panhandle
      - a series of small circles
      - a square with a small circle inside of it
    - (ii) These are the “shapes” a country may be. Have the students match these terms to those shapes (mix them up):
      - *compact*
      - *elongated*
      - *fragmented*
      - *perforated*
    - (iii) Have the students consider the United States and provide examples of each shape (they will NOT be able to think of an example of *perforated*, but direct their attention to Lesotho inside of South Africa as a good example of this shape).
    - (iv) Discuss which shape is easiest/hardest to administer or defend.
  - b. BORDERS
    - (i) There are two kinds of borders:
      - *physical*
      - *artificial*
    - (ii) Have the students consider the United States and provide examples of each border type (lakes, mountains, rivers, lines of latitude, oceans).
    - (iii) Discuss which border is easiest/hardest to administer or defend.
  - c. ETHNIC GROUPS
    - (i) Have students draw three rectangles. One they will leave empty, one they will divide in thirds, and one they will fill with several squares.

- (ii) Tell the students that the word *nation* refers to an ethnic group of people (such as the Cherokee nation, Husker nation, or the like) and the word *state* refers to a country.
- (iii) Assuming each of the rectangles they drew is a country,
- Which of them is a *nation state* (the one where only one ethnic group lives in that country)?
  - Which of them is a *multinational state* (the one where there are significant representations of more than one ethnic group)?
  - Which of them is a *nationless state* (the one where there are so many ethnic groups that no single ethnic group dominates and the country does not have a significant culture)?
- (iv) Discuss which shape is easiest/hardest to administer or defend.

7. Introduce a discussion where each pair of students “picks and chooses” from those three factors to create a country that will have the **fewest** problems. (Answer: an evenly shaped country with physical borders and a single ethnic group.) Then have each pair of students “pick and choose” from those three factors to create a country that will have the **most** problems. (Answer: anything BUT an evenly shaped country, with artificial borders and more than one significant ethnic group.)

### DAY 1 SUMMARY

Hand out or project the map of Eastern Europe, colored to show aligned groups.  
[http://adrianchapman.com/maps/europe\\_1991\\_600x540.php](http://adrianchapman.com/maps/europe_1991_600x540.php)

Based on the foregoing discussion of shape, borders, and ethnic groups, have the students write down what they predict about where there might be problems, and why. They should save this information for tomorrow’s class. Lead a classroom discussion of what they wrote.

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### DAY 2:

#### **GEOGRAPHIC LOCATIONS AND HISTORY OF CONFLICT**

**NOTE:** *These activities can be done as homework after Day 1 if classroom computers are not available or can be finished as homework after Day 2 to prepare for Day 3.*

### DAY 2 ANTICIPATORY SET

1. Remind the students that they will be learning about the intersection of ethnic groups, geography, and human rights in the context of the division of Yugoslavia in 1992 into the countries now seen on maps of Eastern Europe.
2. Hand out Atlases and have each student draw freehand a map of Eastern Europe and label these countries: Albania, Bosnia Herzegovina, Bulgaria, Croatia, Czech Republic, Greece, Moldova, Macedonia, Serbia, Slovakia, Slovenia, and Yugoslavia.
3. Go to (or set up) computer lab.

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### DAY 2 INSTRUCTION

1. Hand each student a copy of the Ethnic Group Worksheet (at the end of this lesson plan).
2. Form students into teams of three. Direct each student in each group to be responsible for researching the Serbs, the Croats or the Bosnian Muslims. They should follow the directions on the worksheet as they complete their research.
3. When each student has completed his/her portion of their own worksheet, they should share their information with the other two members of their group and complete the instructions at the bottom of the worksheet.
4. When everyone is done, lead a discussion about the conclusion reached by each group of students. What common themes develop about sources of conflict?
5. Direct each student to go to read the Bosnia module on this website carefully. This should take around 15 minutes.
6. When they are done reading the material on the website, hand out the Vocabulary Worksheet (at the end of this lesson plan). First, ask them to write what they found most disturbing about the material they read on the back of the Worksheet. Then, have them complete the front of it, using the information on the website. In the interest of time, they can work in small groups provided each person completes a Vocabulary Worksheet.
7. As students complete their Vocabulary Worksheets, they should write their names and **three questions** about the material on a separate sheet of paper. Collect those questions.
8. Redistribute the questions to different students. Direct the students to answer the questions and return their papers to the authors of those questions to be corrected and returned.

### DAY 2 SUMMARY

Ask the students to share what they recorded as the most disturbing part of the material they read. Remind them that during the summary of yesterday's discussion of shape, borders, and ethnic groups, they wrote down predictions about where there might be problems, and why. Lead a classroom discussion of what they predicted and whether they were right or not and why or why not.

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### **DAY 3: CLARIFYING VALUES**

### DAY 3 ANTICIPATORY SET

1. Write these key terms on the board:

genocide  
Genocide Convention  
Bosnia

International Court of Justice  
Srebrenica  
Slobodan Milosevic  
Bosnian Muslims

ethnic cleansing  
General Ratko Mladic  
Serbia

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2. Lead a refresher discussion to make sure that the students remember enough about what they have worked on to be able to deeply consider the implications of that information.

### DAY 3 INSTRUCTION

1. Place these signs in the four corners of the room:  
STRONGLY AGREE                      AGREE  
STRONGLY DISAGREE                      DISAGREE
2. Instruct the students that you will be making certain statements and they will “vote with their feet” by moving to the corner of the room that best reflects their position.
3. In this Value Clarification exercise, students will respond to the following statements. You can use less than all of them, but they should be presented in this order. After they have moved to their respective corners, someone in each group should identify WHY the group feels that way. Students are welcome to change their minds as they hear other groups speak.
  - a. Members of ethnic groups have the right to decide whether or not they have to live with members of ethnic groups whose religious beliefs they find unacceptable.
  - b. The Dutch troops were sent by the UN as a peacekeeping force in Bosnia, with no authority or weapons, so they were justified in leaving Bosnia after a Dutch soldier was killed by Bosnian Serb forces led by General Ratko Mladic.
  - c. When Bosnian Serb forces led by General Ratko Mladic took 30 Dutch soldiers hostage, the Dutch soldiers made the right decision in turning over the Muslims they were sheltering in return for the release of the soldiers.
  - d. Thousands of Muslim men were killed by Serb forces but that does not mean it was *genocide*.
  - e. Thousands of Muslim men were killed by Serb forces but that does not mean it was *ethnic cleansing*.
  - f. The Bosnian Serb forces were led by General Ratko Mladic but there was no evidence that the Serbian government ordered the genocide, so it was *not* responsible for what happened.
  - g. There is a difference between *war crimes* and *genocide*.
  - h. The International Court of Justice was correct to find Serbia in violation of the Genocide Convention for failing to prevent the genocide that occurred in Srebrenica even though there was no party held responsible for the genocide itself.
  - i. Failing to prevent genocide is not as bad as committing genocide.

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### **DAY 3 SUMMARY AND ASSESSMENT**

After the foregoing Value Clarification exercise, the students will be directed to respond to one of these statements in essay form. (You can assign the statements or give them the option of 2 or more statements from which to choose.) When that is done, ask them to answer this question:

“Would your answer be different if it was the United States taking the action for a good cause?”

A proficiently written essay will:

- Follow the standard essay requirements of an introductory paragraph, topic sentence, supporting paragraphs and concluding paragraph.
- Use complete sentences throughout.
- Include a reference to the ethnic groups involved and show an awareness of the elements of an ethnic group (religion, language, geographic location) that make it distinct and contribute to conflict.
- Show a working awareness of the countries involved in this matter and their geographic relationship to one another.
- Use at least 5 of the vocabulary/concept terms (such as: ethnic cleansing, atrocity, precedent, ICJ, Slobodan Milosevic) depending on the prompt to which they chose to respond.
- Thoughtfully consider the student’s own bias with respect to the prompt in the context of the United States. Is the answer the same – or different – and why?

**ETHNIC GROUP WORKSHEET**

Do research about these Ethnic Groups located in Eastern Europe. Take notes *on a separate sheet of paper* and *fill in this chart* with key words/concepts from your research.

	<b>SERBS</b>	<b>CROATS</b>	<b>BOSNIANS MUSLIMS</b>
Traditional Geographic Location			
Current Geographic Location			
Language			
Religion			
Alphabet/Script			
Calendar Year			
Majority/Minority in Serbia			
Majority/Minority in Bosnia			
Majority/Minority in Croatia			
Majority/Minority in Kosovo			
Majority/Minority in Macedonia			
Majority/Minority in Albania			
Majority/Minority in Bulgaria			

When you have completed this chart, **circle the boxes** that you and the other group members agree are the three most significant sources of potential conflict among these Ethnic Groups.

## VOCABULARY WORKSHEET

1. Find these terms in the website discussion and copy the sentence clause in which they appear on a separate sheet of paper. Underline the word in the clause and leave **two lines** between each sentence:

Atrocities  
 Ethnic cleansing  
 Genocide  
 Standing

Contentious  
 Jurisdiction  
 Allegation  
 Partisans

Implicated  
 Tribunal  
 Precedent  
 Proxy

2. These are short definitions for the terms above. On your paper, write the definition that matches each term in the lines following the sentence in which that term appears:

Having the authority to act for someone else	The systematic elimination of an ethnic group or groups from a region or society by deportation, forced emigration, or genocide	Acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group
Sphere of legal power or authority	A rule for future decisions in similar cases	Quarrelsome or argumentative or conflicting
A court or forum of justice	To be included or involved	Accusation
People who join or fight for a cause	Right or valid position or justified claim	Savagely brutal acts

3. Also on that separate sheet of paper, write a short answer description of each of these terms:

Ethnic group(s) in Bosnia and Herzegovina  
 Ethnic group(s) in Serbia  
 Dayton Peace Agreement  
 General Ratko Mladic  
 General Zdravko Tolimir  
 Genocide Convention  
 Greater Serbia  
 ICJ  
 ICC  
 Kosovo  
 Security Council  
 Slobodan Milosevic  
 Srebrenica  
 UN

## VOCABULARY WORKSHEET ANSWER KEY

**Terms on website: 1. Find phrase with term. 2. Match to definition.**

<i>Web Phrase:</i>	“the largest number of <b>atrocities</b> was committed by Serb partisans.”
<i>Definition:</i>	Savagely brutal acts
<i>Web Phrase:</i>	“The main feature that distinguishes the ICJ from other courts such as the International Criminal Court (ICC) is that only states can be parties to <b>contentious</b> cases.”
<i>Definition:</i>	Quarrelsome or argumentative or conflicting
<i>Web Phrase:</i>	“events that took place after the division of Yugoslavia, including <b>ethnic cleansing</b> and genocide,”
<i>Definition:</i>	The systematic elimination of an ethnic group or groups from a region or society by deportation, forced emigration, or genocide
<i>Web Phrase:</i>	“events that took place after the division of Yugoslavia, including ethnic cleansing and <b>genocide</b> ,”
<i>Definition:</i>	Acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group
<i>Web Phrase:</i>	“It means that states that use proxy forces to do their dirty work can still be held accountable for actions in which they are not directly <b>implicated</b> .”
<i>Definition:</i>	To be included or involved
<i>Web Phrase:</i>	“the Serbian government responded that the International Court of Justice did not have <b>jurisdiction</b> to hear the case.”
<i>Definition:</i>	Sphere of legal power or authority
<i>Web Phrase:</i>	“the largest number of atrocities was committed by Serb <b>partisans</b> .”
<i>Definition:</i>	People who join or fight for a cause
<i>Web Phrase:</i>	“it was the <b>allegation</b> of genocide that led Bosnia to sue Serbia”
<i>Definition:</i>	Accusation
<i>Web Phrase:</i>	“The ICJ’s finding that Serbia was in violation of the Genocide Convention for not preventing the massacre at Srebrenica establishes an important <b>precedent</b> .”
<i>Definition:</i>	A rule for future decisions in similar cases
<i>Web Phrase:</i>	“It means that states that use <b>proxy</b> forces to do their dirty work can still be held accountable for actions in which they are not directly implicated.”
<i>Definition:</i>	Having the authority to act for someone else
<i>Web Phrase:</i>	“Since both Bosnia and Serbia are members of the Genocide Convention, Bosnia had <b>standing</b> to take the case to the ICJ.”
<i>Definition:</i>	Right or valid position or justified claim
<i>Web Phrase:</i>	“Article 6 of the Genocide Convention obliges all of its members to cooperate with any international <b>tribunal</b> set up to deal with genocide.”
<i>Definition:</i>	A court or forum of justice

## VOCABULARY WORKSHEET ANSWER KEY (continued)

3. Also on that separate sheet of paper, write a short answer description of each of these terms:

Majority ethnic group(s) in Bosnia and Herzegovina	Muslims and Croats
Majority ethnic group(s) in Serbia	Serbs
Dayton Peace Agreement	Ethnic Serbs opposed the declaration of Bosnian independence and were supported by the Serbian government in fighting to partition Bosnia along ethnic lines. That war ended with the signing of the Dayton Peace Agreement in 1995.
General Ratko Mladic	In the summer of 1995, Bosnian Serb forces were led by General Ratko Mladic in overrunning Srebrenica (a Bosnian city designated by the UN as a safe area for Bosnian Muslims), rounding up all Muslim men ages 12 to 77 and transporting 23,000 Muslims to Muslim areas in Bosnia and killing more than 7,000 Muslim men.
General Zdravko Tolimir	The third most wanted man by the International Criminal Tribunal for Former Yugoslavia and Mladic's right hand man who was turned over to that Tribunal in early 2007.
Genocide Convention	Agreement made in 1948 to ensure that the horrors of the Holocaust would never occur again, calling on all members to prevent and punish genocide whenever and wherever it may occur. (Bosnia and Serbia are both members of the Genocide Convention.)
Greater Serbia	The intended united country of all ethnic Serbs (Serbia, Croatia, Bosnia, and Herzegovina).
ICJ	International Court of Justice, the main judicial body for the United Nations, established in 1945 to settle contentious legal disputes between states and give advisory opinions, both in accordance with international law.
ICC	International Criminal Court with authority to try individuals for various war crimes, crimes against humanity, and genocide.
Kosovo	An area within the Federal Republic of Yugoslavia made up of mostly ethnic Albanians rather than ethnic Serbs.
Security Council	Council within the United Nations with power to enforce violations of decisions by the ICJ.
Slobodan Milosevic	Leader of Serbia who intended to create "Greater Serbia".
Srebrenica	Bosnian city designated by the UN as a safe area for Bosnian Muslims, invaded in the summer of 1995 by Bosnian Serb forces led by General Ratko Mladic, rounding up all Muslim men ages 12 to 77, transporting 23,000 Muslims to Muslim areas in Bosnia, and killing more than 7,000 Muslim men.
UN	United Nations