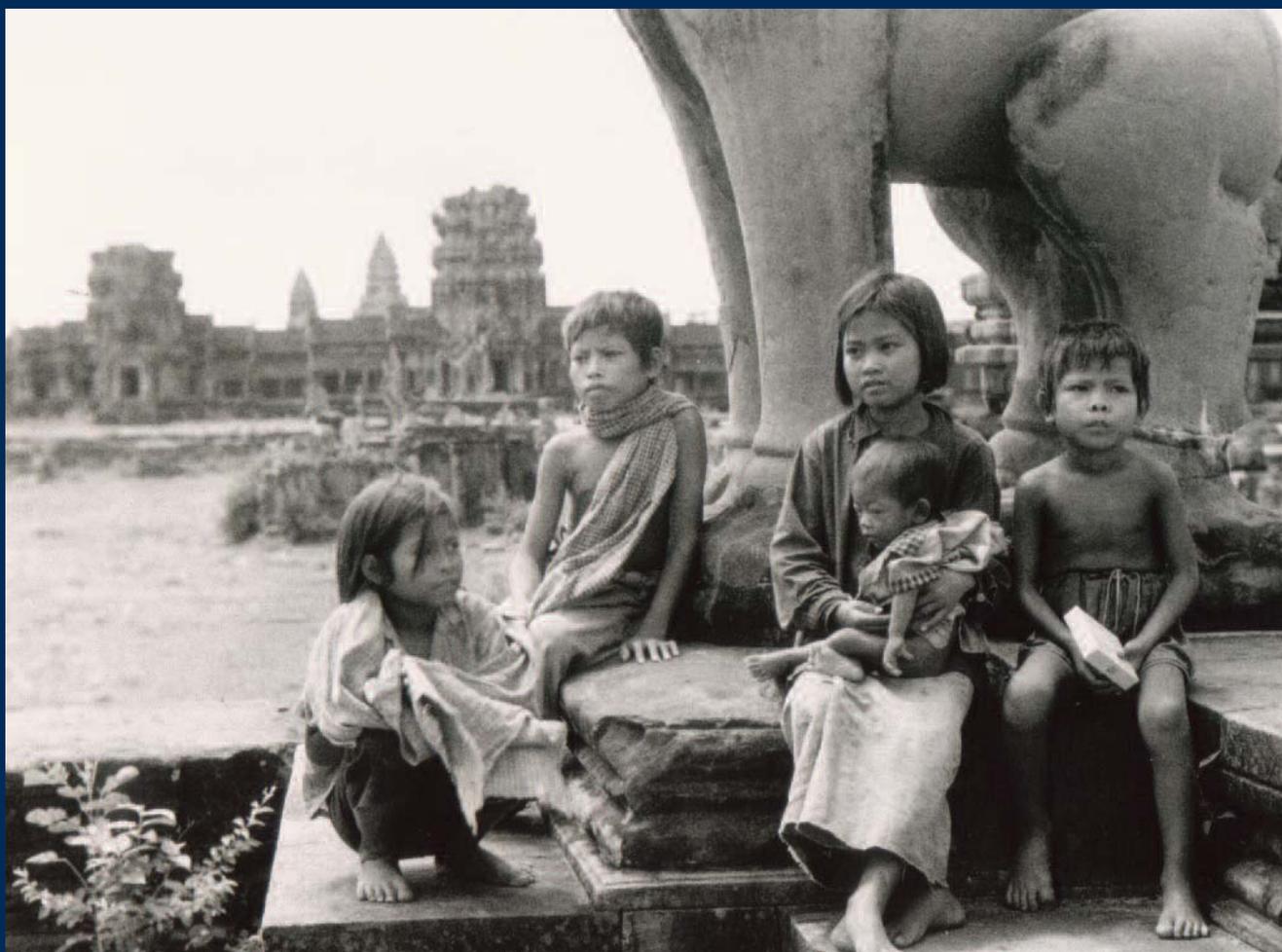


TEACHER'S GUIDEBOOK TEACHER'S GUIDEBOOK

THE TEACHING OF "A HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)"



The Documentation
Center of Cambodia
and the
Ministry of Education,
Youth and Sport

TEACHER'S GUIDEBOOK

THE TEACHING OF "A HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)"



Students receiving
*A History of Democratic
Kampuchea* textbooks
at Youkunthor High
School in Phnom Penh,
Cambodia, October 2009.
Photo by Terith Chy.
Source: DC-Cam
Archives.

ស្វែងរកការពិតដើម្បីការធន់ចាំជំងឺយុត្តិធម៌

Searching for the Truth: Memory & Justice

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Documentation Center of Cambodia (DC-Cam)
P.O. Box 1110, Phnom Penh, Cambodia
Tel.: +855 (23) 211-875 | Fax.: +855 (23) 210-358

សៀវភៅណែនាំសម្រាប់គ្រូបង្រៀន

Teacher's Guidebook: The Teaching of "A History of Democratic Kampuchea (1975-1979)"
Dr. Phala Chea and Chris Dearing

Khmer Translation Team

Dy Khamboly
Pheng Pong Rasy
Prak Keo Dara

Editors (Khmer and English)

Tep Meng Khean
Youk Chhang
Dacil Q. Keo

Ministry of Education, Youth and Sport and DC-Cam's Reviewers

Alexander Hinton	Ben Neang	Beth Van Schaack
Chea Kalyann	Cheng Hong	Chhim Dina
Dacil Q. Keo	David Chandler	Frank Chalk
George Chigas	Gier Galle Foss	Ieat Bun Leng
Im Kouch	Im Sethy	Keo Dara Prak
Kevin Murphy	Khamboly Dy	Kok-Thay Eng
Kong Hak	Leang Seng Hak	Leng Sary
Ly Rumany	Mao Veasna	Meas Sokhan
Miriam Morgenstern	Mom Meth	Moung Sophat
Nela Navarro	Neth Pich Chenda	Ngil Sal
Noah B. Novogrodsky	Peou Dara Vanthan	Pong-Rasy Pheng
Sam Sovannudara	Sambo Manara	Sarah Dickenson
Savina Sirik	Sayana Ser	Sek Sokha
Seng Dara	Seng Pisith Neary	Sim Sopheak
Siv Thoun	Soamanoas Phirum	Ten Kim Ton
Teng Sophea Leaksmei	Thomas La Pointe	Tun Sa Im
Yin Sorthea	Yith Sopheak	Youk Chhang

1. Cambodia—History—Literatures—Citizen Morality
2. Cambodia—History and Government—1975-1979

Funding for this project was generously provided by the U.S. Agency for International Development (USAID) and Swedish International Development Agency (Sida).

This publication was funded by Canada Fund.

The views expressed in this book represent the opinions of the authors and reviewers only and do not reflect the position of the Documentation Center of Cambodia.



The rare Angkhear-bos flower which Youk Chhang planted in 1967 at his primary school, Poeuv Um in Taul Kauk, Phnom Penh. Photo by Chy Terith.

Copyright © 2009 by the Documentation Center of Cambodia and the Ministry of Education, Youth and Sport.

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Concept and Book Design

Artistic concept © 2009 by Youk Chhang
Photo selection and caption © 2009 by Dacil Q. Keo
Graphic design and layout © 2009 by Yvonne Wong

Book Cover

Children at Angkor Watt. After the collapse of the Khmer Rouge regime on 7 January 1979, hundreds of thousands of children were left orphaned. This photo was taken in 1979 by a Vietnamese soldier (Siem Reap province).

CAMBODIA: GENOCIDE EDUCATION IS GENOCIDE PREVENTION



ISBN — 9789995060183

Printed in Cambodia, 2009

■
Your questions empower and give meaning to those who have suffered. Asking your parents and grand-parents about the Khmer Rouge will further the reconciliation of the Cambodian nation.

■
Teaching children about the Khmer Rouge regime means teaching students the difference between good and evil and how to forgive. Broken societies must know their past in order to rebuild for their future.

■
Teaching children about the history of the Khmer Rouge regime, as well as stimulating discussion between children and their parents and grand-parents about what happened, are important to preventing genocide both in Cambodia and the world at-large.

The above three slogans will appear on DC-Cam posters in collaboration with the Ministry of Education, Youth, and Sports emphasizing the significance of genocide education throughout Cambodia's 1,321 secondary schools. These posters will be distributed along with the textbook, *A History of Democratic Kampuchea (1975-1979)*, of which 300,000 have already been distributed. DC-Cam and the Ministry plans to distribute another 700,000 copies so that each student in grade 9-12 will have their own copy.



Former S-21 head of prison guard, Him Huy (in the blue shirt), and former S-21 child survivor, Norg Chan Phal (in the white shirt, right behind Huy) who lost his parents at S-21, distributing the textbook *A History of Democratic Kampuchea (1975-1979)* to students of Youkunthor High School in Phnom Penh, Cambodia, October 9, 2009. Photo by Heng Smith. Source: DC-Cam Archives.

Preface

Cambodia has experienced different historical periods since its beginning, some periods of prosperity while others of sadness. There was one dark period, in particular, that lasted for three years, eight months and twenty days under the rule of Democratic Kampuchea regime. In this relatively short, but most atrocious period, Cambodia's national and social fabric was destroyed. Over a million of our people perished and so many more suffered. Rebuilding our country has been far from easy: subsequent leaderships along with survivors and their families have had to pick up the pieces to restore Cambodia, a process that has taken decades and still in progress today.

As custodians of our own dark chapter in history, we are indebted with grave responsibilities: to memorialize, remember, and pass down knowledge of events, acts, and thoughts that give rise to atrocious crimes and inhumanity. As such, the Ministry of Education, Youth and Sport has established a national curriculum to integrate this painful, yet crucial, history into all Cambodian public schools.

Younger generations of Cambodians must understand and know about this grave past in order to learn from our past mistakes, prevent such events from happening again, and recognize and know when to stand up for fundamental principles of humanity, integrity, and justice.

Minister of the Ministry of Education, Youth and Sport

Im Sethy

ACKNOWLEDGEMENTS

This guidebook would not have been possible without the hard work of countless individuals, some of whom have been instrumental to its success. I would like to thank H.E. Mr. Im Sethy for both his commitment to genocide education for Cambodia's children and his commitment to justice for Khmer Rouge victims. I would also like to thank H.E. Ms. Tun Sam Im for her tireless efforts to ensure that genocide education benefits all students in Cambodia. I am grateful to Dr. Chea Phala and Christopher Dearing who prepared the text, the translation and editing team, the 24 national and international teachers, experts, and scholars who helped produce this important guidebook. Generous financial contributions from Belgium, Denmark, Norway, Sida (Sweden), USAID (USA), and Canada, along with their unyielding support to global genocide prevention and Cambodia's future, have also made this project a reality. Lastly, I wish to thank Dr. Hun Manet whose support and encouragement helped me get the textbook, *A History of Democratic Kampuchea (1975-1979)*, off the ground and Mr. Khamboly Dy for his hard work in writing the first ever textbook on the Khmer Rouge period.

This guidebook will be used across Cambodian high schools, reaching an estimated one million students from grades 9-12. As part of DC-Cam's Genocide Education Project, more than 3,000 high school teachers will be trained on how to teach *A History of Democratic Kampuchea (1975-1979)*. Only by leaning from the past can we begin to reconnect all the pieces of our broken nation. I am humbled to be one of the servants of this important and noble mission for Cambodia and for my mother. This project has become the Truth Commission of Cambodia.

Youk Chhang
Director of Documentation Center of Cambodia



Guidebook staff and collaborators with H.E. Minister Im Sethy (middle center in navy suit) in front of the Ministry of Education, Youth, and Sport, Phnom Penh, Cambodia, July 2009. Source: DC-Cam Archives.

TABLE OF CONTENTS

Part I. Overview

Rationale of Teaching the History of Democratic Kampuchea	1
Philosophy of Teaching the History of Democratic Kampuchea	3
Teacher's Guidebook	4
Course Objectives	5
Instructional Strategies	6
Student Learning Portfolio for Curriculum Evaluation	8

Part II. Lessons on the History of Democratic Kampuchea

Pre-Lessons	9
Lesson 1: Course Introduction	9
Lesson 2: Discovering Student Prior Knowledge	14
Chapter 1: Summary	16
Lesson 1: Actively Reading Chapter 1	16
Chapter 2: Who Were the Khmer Rouge? How did they Gain Power?	21
Lesson 1: Actively Reading Chapter 2	21
Lesson 2: Who Was Pol Pot?	25
Chapter 3: The Khmer Rouge Come to Power	26
Lesson 1: Actively Reading Chapter 3	26
Lesson 2: Visual Image of April 17, 1975	32
Chapter 4: The Formation of Democratic Kampuchea	33
Lesson 1: Actively Reading Chapter 4	33
Lesson 2: Mapping of Khmer Rouge Leaders	36
Chapter 5: Divisions of Democratic Kampuchea	38
Lesson 1: Actively Reading Chapter 5	38
Lesson 2: Victim-Khmer Rouge Cadre Role Playing Activity	40
Chapter 6: The Four-Year Plan (1977-1980)	49
Lesson 1: Actively Reading Chapter 6	49
Lesson 2: Survival Box	51
Lesson 3: Timeline: Team Analysis & Evaluation	51
Lesson 4: Analysis of the Khmer Rouge Ideology	52

Chapter 7: Daily Life During Democratic Kampuchea	57
Lesson 1: Actively Reading Chapter 7	58
Lesson 2: The Diary of My Life Under Khmer Rouge	60
Lesson 3: Interview: A Survivor's Story	64
Chapter 8: The Security System	67
Lesson 1: Actively Reading Chapter 8	67
Lesson 2: Guest Speaker	69
Chapter 9: Office S-21 (Toul Sleng Prison)	71
Lesson 1: Actively Reading Chapter 9	71
Lesson 2: <i>Behind the Walls of S-21</i>	73
Chapter 10: Foreign Relations	75
Lesson 1: Actively Reading Chapter 10	75
Lesson 2: Foreign Relations Brochure	77
Chapter 11: The Fall of Democratic Kampuchea	79
Lesson 1: Actively Reading Chapter 11	79
Lesson 2: Visual Images of the Day of Liberation	81
Lesson 3: Improving Diet/Nutrition of Survivors	83
Lesson 4: A Comparative Mass Atrocity Study – Jigsaw Exercise	89
Lesson 5: The Children of Kampuchea Film	107
Conclusion: The Effects of the Khmer Rouge Period on Cambodia Today	109
Lesson 1: Actively Reading the Conclusion	109
Lesson 2: Poem to Honor the Spirit of Khmer	113
Lesson 3: K-W-L Chart	113
Lesson 4: Make a Difference at the Local, National and International level	115
Additional Learning Activities	119
Introductory Activity (A)	119
Theater – Monologues of Victims/Khmer Rouge Cadre	121
Genocide Comparative Education Project – Computer/Internet Required	122
Activity: Poem	124
Research Project: Create a W List	125
Create an L List Section: Post- Research Project	129
Field Trip (s) to Toul Sleng Genocide Museum and Choeung Ek Genocide Memorial Site-Killing Fields	129

PART III: EVALUATION RUBRICS	130
Presentation Rubric	130
Written Report Rubric	131
Diary/Journal Entry/Poster Rubric	132
Oral Presentation of Poem Rubric	132
Essay Writing Rubric	133
Comparative Study Rubric	134
PART IV: RESOURCES AND REFERENCES	135
K-W-L Chart	135
Venn Diagram	135
Think-Pair-Share	136
Jigsaw Activity	136
Videos	136
DC-Cam Monograph Series	136
Translations	137
Websites and Reports On-line	138
Early Warning, Prevention, and Criminalization	140
Organizations	141
Additional Guidance for the Teacher on Genocide Comparison Exercise (Jigsaw)	141
Rubric for drawing out similarities/distinctions in mass atrocity comparisons	142
Note to Teacher	143
Iraq	143
Holocaust-Germany	144
Rwanda	145
The Former Yugoslavia	145
Comparison of Genocides-Mass Atrocities	
<i>Cambodia-Iraq-Germany-Rwanda-The former Yugoslavia</i>	145
Final Exam (History of Democratic Kampuchea: 1975-1979)	147
Part I : Knowledge of the History of Democratic Kampuchea	147
Part II : Understanding: Short-Answer Questions	152
Part III : Analysis : Essay Questions	153
Part IV : Curriculum Feedback	153
Nationwide Distribution of Textbook Photos	153
Accreditation Committee of Cambodia Decree	160
Accreditation Committee of Cambodia Decree (Khmer)	160
Accreditation Committee of Cambodia Decree (English translation by Khamboly Dy)	162
Wat Preah Neth Preah	163

PART 1: OVERVIEW



Students at Hun Sen Ang Snoul High School wait for their buses under the shade of trees in their school's front yard. These students are on their way to the visit the Khmer Rouge tribunal courtroom, the Tuol Sleng Genocide Museum, and the Choeng Ek Killing Fields Genocide Memorial Center; a trip organized by DC-Cam, 2007. Photo by: Dacil Q. Keo. Source: DC-Cam Archives.

RATIONALE OF TEACHING THE HISTORY OF DEMOCRATIC KAMPUCHEA

One of the missions of the Documentation Center of Cambodia (DC-Cam) is to promote education about the history of the Cambodian Genocide and its implications for our lives today. DC-Cam's Genocide Education Project is designed to promote healing, justice, reconciliation, and democracy in Cambodia. Kham-boly Dy, a Senior Researcher at DC-Cam wrote a textbook entitled *A History of Democratic Kampuchea (1975-1979)* to be used in schools across the country. This Teacher's Guidebook and Student Workbook will support the use of this textbook in the classroom.

Why Teach the History of Democratic Kampuchea?

The history of Democratic Kampuchea provides an important opportunity for a pedagogical examination of basic moral issues. A structured inquiry into the history of Democratic Kampuchea yields critical lessons for an investigation of human behavior, ideology, beliefs and justice, and will encourage learners to think about its implications for their lives today.

The teacher of the history of Democratic Kampuchea should always attempt to connect the study of this specific time period with concepts of human society and thinking using various examples. For example, what does it mean to "examine" a moral issue? What are moral issues? How do we deal with them in history? What is the difference between handling these issues: a) today in concrete situations in our lives? b) retrospectively over time in history? c) as issues for people in a historical setting that we may not exam-

ine? One's opinion of history may depend on his or her own worldview. Challenging students to reexamine their own world views will allow them to gain a deeper appreciation of not only the complexity of the history of Democratic Kampuchea but also the complexity of Cambodian society today.



Students at Indra Devi High School in Toul Kruk, Phnom Penh proudly show their individual copy of *A History of Democratic Kampuchea*, September 2009. Photo by Pong-Rasy Pheng. Source: DC-Cam Archives.

Questions of Rationale

The objectives of teaching the history of Democratic Kampuchea are to engage the intellectual curiosity of the student and inspire critical thought and personal growth. The rationale of teaching history (and particularly DK history) must be considered when structuring lessons on this subject. Before addressing what and how to teach, teachers first need to contemplate the following:

- Why should students learn this history?
- What are the most significant lessons students can learn about Democratic Kampuchea and about genocide?
- How will gaining insights into the regime's many historical, social, political and economical factors help students gain perspectives on how problems or events occur? How do these factors contribute to the disintegration of civilized values and justice?
- How will this study build generational connections between students and their elders?
- How will this study impact the students' sense of empathy and compassion?
- How will this study promote democracy in Cambodia?

When you, as an educator, take the time to consider the rationale for your lessons about Democratic Kampuchea, you will be more likely to select content that speaks to your students' interests and provide them with a clearer understanding of the history.

Most students demonstrate a high level of interest in the history of Democratic Kampuchea precisely because the subject raises questions about justice, conformity, obedience, fear and human suffering, issues which young adults may experience or witness in their daily lives. Students may also be interested by the enormous scope of the atrocities and the sheer quantity of people impacted by the inhumanity that took place not too long ago. They may also be asking questions at home and be interested in putting their own relatives' experiences into a larger historical context.

PHILOSOPHY OF TEACHING THE HISTORY OF DEMOCRATIC KAMPUCHEA



Students at Sisowat High School in Phnom Penh reading *A History of Democratic Kampuchea* for the first time, October 2009. Photos by Pong-Rasy Pheng. Source: DC-Cam Archives.

Teaching the history of Democratic Kampuchea allows students to make their studies more powerful and more purposeful, become more informed and intelligent, and more aware of their past and current situations. Educating students about this historical period involves a search for truth, justice and reconciliation through evidence, investigation, analysis, discussions and arguments both in our past and present existence.

As a result of Cambodia's recent horrific history, many students across Cambodia today still live in a world where poverty, hunger, suffering, and struggles are their daily realities. Therefore, educators across Cambodia must equip students with appropriate tools, skills and knowledge to help them overcome these challenges and find success in the 21st Century.

In order to respond to the social challenges and the growing needs of the 21st century, educators must:

1. Have ongoing professional development and training related to contemporary teacher education theories and best practices in curriculum development and design, diversity, content areas, reading and global education;
2. Become more aware of the complexities and the possibilities of our world and the issues that

shape our lives historically and politically;

3. Provide a caring and democratic environment where students can talk, learn openly, and have genuine dialogues on issues such as domestic violence, alcohol abuse, wellness, sexism, racism, hatred, genocide and social justice;
4. Provide a curriculum that encourages questioning and independent judgment on issues of social justice, global education, equity, and peace and reconciliation;
5. Teach beyond the scope of the classroom to enable students to explore and shape well-informed opinions on challenging questions and situations;
6. Teach using students' own experiences;
7. Encourage students to inquire, participate and push for success and equity through meaningful learning experiences, readings, viewings, and interactions; and
8. Encourage students to critique and take an active role in shaping and making the world a more peaceful and equitable place.

TEACHER'S GUIDEBOOK

The Teacher's Guidebook is designed to assist instructors in high school (grades 9-12)/secondary education in the use of *A History of Democratic Kampuchea (1975-1979)* by Khamboly Dy. Part I of this guidebook provides an overview of the course. Part II provides lessons and suggestions for its use. Part III presents ways to evaluate and measure student learning. Part IV provides resources and references for additional information and assistance.



Peou Dara Vanthan, Deputy Director of DC-Cam, discussing the importance of documentation with students at Youkunthor High School in Phnom Penh, October 2009. Photo by Piseth Phat. Source: DC-Cam Archives.

Teachers are not expected to be familiar with all the historical details of Democratic Kampuchea. This guidebook contains samples of lessons and teaching suggestions that will help both teachers and students direct their study and research. The selection of lessons and sources should be made on the basis of what is most meaningful for the student and what is appropriate for the particular lesson. The teacher may choose to use *all or only select some* lessons in this guidebook. Teachers are encouraged to inquire with the Ministry of Education for further guidance on required lessons.

The Teacher's Guidebook corresponds to the Student Workbook. The teacher should be free to deviate from this Guidebook when appropriate or necessary.

HOW TO USE THIS GUIDEBOOK WITH THE STUDENT WORKBOOK:

Approach 1 to using the Workbook:

- a. **Lesson Description: Actively Reading – Group Exercise:** Students incorporate reading skills such as connecting content, making inferences, sequencing, drawing conclusions, making generalizations, making predictions, analyzing and evaluating.
- b. **Students work in groups of 2-3, reading the passages individually and answering and discussing the questions in the workbook.** They may discuss their answers amongst themselves in their groups. The teacher reforms the class after 30 minutes and goes over the answers to the workbook with the students. At this point, the teacher may assign additional assignment(s) to promote writing, speaking/presentation, and basic research skills.

Approach 2 to using the Workbook:

- a. **Lesson Description: Actively Reading – Individual Exercise:** Students incorporate reading skills such as connecting content, making inferences, sequencing, drawing conclusions, making generalizations, making predictions, analyzing and evaluating.
- b. **The teacher selects students to read portions of the reading aloud to the class, changing student readers every paragraph or every couple of paragraphs.** As the students read, each student should fill out their respective workbook questions. The teacher can allow about 5-10 minutes after finishing the reading to discuss the reading with the students and allow for students to fill in any blank answers. At this point, the teacher may assign additional assignment(s) to promote writing, speaking/presentation, or basic research skills.

The following information describes the course objectives and how specific activities, questions, and materials evaluate and measure how well students meet these objectives. By using the lessons and suggestions in this Guidebook, you will be able to see where appropriate changes are necessary either in the description of the course objective or in the manner in which it is evaluated and measured. Refer to the Teacher's Guidebook Table of Contents on p. 1 for the specific location of these lessons or activities.

Course Objectives

1. Students describe key events in Khmer Rouge history.
2. Students know critical details about senior Khmer Rouge leaders.
3. Students describe important details about Democratic Kampuchea's foreign relations.
4. Students understand the Khmer Rouge's rise to power.
5. Students explain important details about Democratic Kampuchea's administrative organization.
6. Students explain the Khmer Rouge security system.
7. Students compare some of the perspectives, opinions, and observations of the Khmer Rouge period from both victims and perpetrators.
8. Students analyze Khmer Rouge ideology and policies.
9. Students analyze differences between life today and life under the Khmer Rouge regime.
10. Students think critically about the possible causes of the genocide, and its effects and consequences.
11. Students evaluate some of the effects of the Khmer Rouge period on Cambodia today.
12. Students evaluate Khmer Rouge ideology and policies.
13. Students analyze and evaluate the history and victims of the Khmer Rouge period in

comparison with other countries' experiences of genocide and mass atrocities.

14. Students analyze controversial issues dealing with the Khmer Rouge period.
15. Students analyze the use and abuse of power and the roles and responsibilities of individuals, organizations and the international community when confronted with human rights violations and/or policies of genocide.
16. Students gain insights into the many historical, social, political and economic issues which cumulatively resulted in the takeover of Democratic Kampuchea. They gain perspectives on how historical events take place, and how a convergence of factors can contribute to the disintegration of civilized values.
17. Students value the knowledge of survivors and foster exchange (e.g., interviews, family histories, etc) with their elders.
18. Students develop a sense of compassion and empathy.
19. Students consider the counterproductive effects of revenge upon Cambodian society and understand the need for reconciliation.
20. Students explain the meaning of democratic values in Cambodia.
21. Students learn to cooperate and live peacefully in society.

INSTRUCTIONAL STRATEGIES

Goals: Set goals to determine purpose, aim, and rationale for what you and your students engage in during class time. Use this section to express the goals that draw upon previous learning activities and to set the stage for further learning.

Objectives: Focus on what your students must or can do to acquire further knowledge and skills. The objectives for the daily lesson plan are drawn from the broader aims of the unit plan and are achieved over a period of time.

Materials: Determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and other resources will be needed.

Lesson Procedure: Provide a detailed, step-by-step description of how to conduct the lesson and achieve lesson plan objectives. Focus on what students should do during the lesson. This section is basically divided into three stages: launch, explore, and summarize. This is a teaching model that is manageable, facilitative and pedagogically sound.

Stage 1. Launch (5–10 minutes)

This is when the teacher gives students the information they need to do the lesson and complete the problem or task. The teacher should give students enough information so that they can do the exercise. This is the stage for assessing the students' prior knowledge and level of understanding about a topic through initial whole-class discussions. During this part of the lesson, the teacher needs to make sure to



Classmates at Youkunthor High School read together the textbook about Democratic Kampuchea, October 2009. Photo by Piseth Phat. Source: DC-Cam Archives.

clarify the goals and expectations. In addition, the teacher must also explain the reason or value of the lesson. By the conclusion of this phase, students should understand why the topic they are exploring is important. Questions to consider when planning this phase:

- How do I launch this content or concept?
- What prior knowledge do my students need?
- Do I need to do a mini-lesson (direct instruction) first?
- What resources do I need to help support the lesson content or concept and how can I make sure that my resources and documentation/evidence are up-to-date this year?
- What do students need to know to understand the content or concept?
- How can I make it personal and relevant to the students?
- What advantages or difficulties can I foresee?
- How long does this lesson take?

Stage 2. Explore (15–45 minutes)

This is where students work individually or in small groups to **explore** information or concepts. The teacher's role is to move from table to table and listen closely. See what issues or reflections students are coming up with. Help students who are stuck or who are ready to move ahead, mainly through questions to stimulate their thinking. Questions to consider when planning this phase:

- How do I organize the students to explore information or engage in a critical thinking task? (Individuals? Groups? Pairs?)
- What materials do I need in order to encourage diverse thinking and problem-solving?
- What are the different strategies I anticipate them using?
- What kinds of questions can I ask:
 - To prompt and probe their thinking if the level of frustration is too high;
 - To encourage student-to-student conversation, thinking, learning, etc;

Stage 3. Summarize (15–25 minutes)

This is where the main teaching occurs. Bring groups back together and have students explain their thinking or learning. The teacher's role is to guide students to the big ideas, to make sure that they are on target with the lesson's learning objectives. Part of the purpose of the Summary segment is to allow the teacher to assess how well his/her students are progressing toward the goals of the lesson. Use the discussion to help determine whether additional teaching and/or exploration by students is needed before they go on to the next lesson. Questions to consider when planning this phase:

- How do I guide the discussion so that students summarize their thinking or learning?
- What concepts and processes need to be covered in more depth?
- What needs to be emphasized?
- What ideas do not need further examination at this time?
- How can we go beyond this lesson?
- Which pedagogical lessons can be applied in other contexts?
- What new questions might arise?
- What will I do to follow up, practice or apply the ideas after the summary?
- How can I ensure that time spent in class matches the scope of the content or concept and the goals of the lesson?
- What advantages or difficulties can I foresee?

Homework (additional enrichment or reflection): appropriate supplemental activities or explorations for students to do after class.

Assessment/Evaluation: Focus on ensuring that the students have arrived at their intended destination. The teacher will need to gather some evidence that they did. This can be done by collecting students' work and assessing them by using a grading rubric based on lesson objectives. The teacher could also quiz students on various concepts as well.

STUDENT LEARNING PORTFOLIO FOR CURRICULUM EVALUATION

The teacher should select at least 2 students, preferably one female and one male, who will have all of their work collected and saved for records and curriculum evaluation throughout the teaching of this subject. These student portfolios will assist DC-CAM or Ministry of Education curriculum evaluators when they assess the effectiveness of the curriculum and determine areas for improvement.

Materials: Collection of all students work: essays, poems, illustrations, and Student Workbook



Students at taking notes from A History of Democratic Kampuchea (1975-1979) in a local high school in Phnom Penh, October 2009. Photo by Piseth Phat. Source: DC-Cam Archives.

PART II: LESSONS ON THE HISTORY OF DEMOCRATIC KAMPUCHEA

Pre-Lessons

LESSON 1: COURSE INTRODUCTION

Objectives:

1. Students learn about the achievements of Khmer culture and history before the Khmer Rouge period.
2. Students describe the history of Democratic Kampuchea.
3. Students define the crime of genocide as defined by international law.
4. Students identify how the Khmer Rouge period impacts life today.

Materials: Student Workbook, a poem lamenting the experience of the Khmer Rouge period and a handout of Democratic Kampuchea's National Anthem, photos of ancient temples, famous structures, and of peaceful times in Cambodia

Poems

Searching for Dad

*When I left, Dad sat on his bed,
Wanting to go through his shakes in private.*

*With no food or water, Dad lived on Buddha,
While his body became covered with sores.*

*He refused to leave. He wanted to meditate.
Pol Pot separated me from my father.
When I return, I find him gone.
Dad, what miseries did you suffer?*



Angkor Wat, Siem Reap province, 2007.
Photo by Dacil Q. Keo.

Breaking the Silence

*Transform the Blood River into a River of Reconciliation.
A river of responsibility.
Talk, talk, talk.*



A scene from the play, Breaking the Silence, performed in Kampong Cham province, February 2009.
Photo by Sayana Ser.
Source: DC-Cam Archives.

Democratic Kampuchea's National Anthem

Glittering red blood which blankets the towns and
countryside of the Kampuchean motherland!
Blood of our splendid workers and peasants!

Blood of our revolutionary youth! Blood that was
transmuted into fury, anger, and vigorous struggle!
On 17 April, under the revolutionary flag!
Blood that liberated us from slavery!

Long life 17 April, the great victory! More wonderful and
much more meaningful than the Angkor era!

We unite together to build up Kampuchea and a glorious
society, democratic, egalitarian, and just;
Independent-master; absolutely determined to defend the
country, our glorious land;

Long life! Long life! Long life new Kampuchea, democratic
and gloriously prosperous; determine to raise up the
revolutionary red flag to be higher; build up the country to
achieve the glorious Great Leap Forward!



National emblem of Democratic Kampuchea.
Article 17 describes the national emblem of
Democratic Kampuchea: The national emblem
consist of a network of dikes and canals,
which symbolizes modern agriculture, and factories,
which symbolize industry. These are
framed by the oval garland of rice ears, with
the inscription "Democratic Kampuchea" at
the bottom. Source: DC-Cam Archives.



Classical dance Master Chea Samy adjusting the neck position of her student. Master Chea is credited with reviving Khmer classical dance in Cambodia after the fall of Democratic Kampuchea. At age six, she trained in classical dance at the royal palace and at 30 she was a teacher for the royal dance troupe. At age 56, Master Chea endured hard labor like most Cambodians when the Khmer Rouge came to power in 1975. Master Chea survived the period by hiding her identity as a palace dancer. She was one of the few dance masters to survive. She passed away in 1994 at the age of 75, leaving behind a powerful legacy. *Source: DC-Cam Archives.*



The magnificent Bayon temple (left) and Angkor Thom (right), built by King Jayavarman VII in the 12-13th centuries. Photo by Dacil Q. Keo.



Above: Preah Vihear Temple, located in Northern Cambodia, was built during the reigns of King Suryavarman I and King Suryavarman II from the 11-12th centuries. In June 2008, it was listed as an UNESCO World Heritage Site. Below: Banteay Chhmar Temple, constructed during the reign of Jayavarman VII in the 12th century, in Banteay Meanchey province. *Photos by Heng Smith and Youk Chhang. Source: DC-Cam Archives.*



Procedure and Process:

Launch (5-10 minutes)

The teacher introduces the objectives of the lesson with the students. As an introduction to the study of Democratic Kampuchea, the teacher discusses the beauty and great achievements of Cambodian history and culture. The teacher gives an opportunity for students to think about life before Democratic Kampuchea by reflecting on the pictures showing ancient temples, famous structures, and peaceful times in Cambodia to describe the world renowned achievements of Khmer culture and history. After examining these achievements, the teacher gives students a handout of Democratic Kampuchea's National Anthem to read. These activities show the drastic change and comparison between life before and during Democratic Kampuchea. After reading the Democratic Kampuchea's National Anthem, students listen to a poem read aloud lamenting the Khmer Rouge experience to further illuminate the changes of time and experiences of Khmer people.

Teacher explains to students that they will learn about a recent event in our history in which a horrific injustice occurred. April 17th marks the anniversary of the start of the genocide and mass atrocities in Cambodia, when nearly two million people died from starvation, overwork, disease and execution between 1975 and 1979.

Before delving into the specifics of Democratic Kampuchea, the teacher asks students about genocide. The teacher writes key words to define the word genocide on the board. The teacher explains that genocide is the intentional extermination of a group of people on the basis of a defining characteristic.

The teacher explains to students that the crime of genocide has a few specific components [write them on the board]:

- To commit actions
- To have intent
- To destroy (in whole or in part)
- To define a group of people
- To base that definition on specific characteristics (such as race, religion, ethnicity)

After this, the teacher asks students to name examples of genocide in the 20th century (answers may include: the Holocaust, Armenia, Rwanda, Cambodia, and Bosnia).

The teacher explains that after the Holocaust, in which an estimated 6 million Jews died from different forms of Nazi persecution, the international community declared that this should never happen again. The newly formed United Nations adopted the Genocide Convention in 1948 which gives a legal definition of genocide and obligates the countries that ratify the treaty to intervene to stop genocide when it occurs.

The legal definition of genocide as defined by the United Nations is:

“Any of the following acts committed with the 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;
- Creating living conditions of the group with the intent 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.”

(Convention on the Prevention and Punishment of the Crime of Genocide, Article 2)

Explore (15-45 minutes)

Students use their Student Workbook to reflect in writing on the drastic changes that took place in Cambodian history during the Khmer Rouge period. They reflect on how the genocide and mass atrocities have impacted them.

After the students complete their personal reflection, the teacher asks students to prepare for Think-Pair-Share activity (see Think-Pair-Share Activity Explanation in Resources and References). The teacher explains how the Think-Pair-Share activity will be used in the course (students share what they write with a partner during a Think-Pair-Share activity).

Summarize (15-25 minutes)

At the end of the Think-Pair-Share activity, students share their reflections about the changes that took place in Cambodian history with the whole class and provide some examples of how the genocide and mass atrocities during the DK period impacts life today.

LESSON 2: DISCOVERING STUDENT PRIOR KNOWLEDGE

Objectives:

1. Students demonstrate their prior knowledge of the Khmer Rouge period.
2. Students explain the importance of studying Democratic Kampuchea.
3. Students consider and discuss how the Khmer Rouge period impacts life in Cambodia today.

Materials: Textbook, K-W-L chart and Student Workbook

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and the overall objectives of the course or unit of study. The teacher makes a K-W-L (What We Know, What We Want to Know, What We Learn) chart on the board listing students' knowledge (refer to Part IV: Resources and References for additional ideas). The teacher explains how the K-W-L chart will be used in the course. The teacher asks students to discuss and review information regarding what they already know about the DK period. The teacher then asks students to discuss how they learned this information. What did they learn from their parents, grandparents, relatives, etc?

After completing the 'K' section, the teacher lists the information that the students “Want to Know” about the Khmer Rouge period on the chart. The teacher prompts the students with questions about the Khmer Rouge leadership and daily life under the Khmer Rouge (dress, food, work, housing, education, religion, etc). The teacher explains to students that they will complete the “What We Learn” section at the end of

the course. The teacher saves the chart.

The teacher presents *A History of Democratic Kampuchea (1975-1979)* to students. The teacher asks students if they have ever read a book like this before. The teacher points out that this textbook contains historical accounts based on survivors, research, historical references and documents collected by the Documentation Center of Cambodia (DC-CAM), a Khmer Rouge archival center based in Phnom Penh, Cambodia. The teacher reads aloud the textbook's Forward by Mr. Youk Chhang, the Director of DC-CAM, and the Acknowledgements by Mr. Khamboly Dy, the author, to provide a brief opening and objectives of the textbook.

The teacher discusses the photograph on the inside front cover (the picture of locks and chains) and asks students what the photograph means to them. The teacher also asks the following questions:

1. What's the first thing you see when you look at this photo?
2. What do you think this picture symbolizes or represents in relation to the Khmer Rouge regime?
3. Why do you think we lock things up?
4. What do you think the KR locked up (physically, mentally, spiritually)? Why did they lock things up?
5. Do people keep memories about the KR period locked up today?
6. What happens when we lock things inside?
7. What do you think the axe could symbolize or represent? (desire to breakaway, inability to break free, etc).

Explore (15-45 minutes)

Students work on a Think-Pair-Share activity (refer to Part IV: Resources and References) in which they need to make a list of reasons why they believe it's important to learn about the history of Democratic Kampuchea. Then, they share their reasons with their partner.

Summarize (15-25 minutes)

At the end of the Think-Pair-Share activity, students share some of their reasons with the whole class. At this stage, the teacher evaluates the students' understanding and their level of interest about the topic.



Kraol Prison, Sre Sangkum commune, Koh Nhek district, Modul Kiri province. Source: Vietnamese New Agency 1979.

CHAPTER 1: SUMMARY



Khmer Rouge soldiers and cadres during Democratic Kampuchea. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 1

Objectives:

1. Students determine the key events of when the Khmer Rouge came to power.
2. Students explain the Cambodian communist ideology during this time.
3. Students describe the different experiences during this time.
4. Students identify, define and use key vocabulary and names.

Materials: Textbook, K-W-L chart from Lesson 2 and Student Workbook

Key Vocabulary and Names:

Democratic Kampuchea (DK)	Angkar Padevat	Heng Samrin
Evacuations	Khmer Rouge	Son Sann
Maoism	Marxism	Leninism
Exploitation	Coalition	Comrade
Revolutionary	Lon Nol	Legitimate
United Nations	UN General Assembly	Traumatized
King Norodom Sihanouk	Khmer Republic	Triparty Coalition Government
Communist Party of Kampuchea (CPK)		People's Republic of Kampuchea (PRK)

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and finds out what students

already know about the history of Democratic Kampuchea and the Khmer Rouge. The teacher posts the K-W-L chart from Lesson 2 on the board, and briefly reviews what students already know about the history of Democratic Kampuchea and the Khmer Rouge. After that, the teacher goes over key vocabulary and names in the Introduction Chapter.

Explore (15-45 minutes)

Students actively read and take important facts from the Introduction Chapter. Afterwards, students read the following passages aloud or silently amongst themselves. The students should reflect on the views of the interviewees. Students should reflect on: What are the different experiences or memories? Why are they different? What could explain these different experiences?

Students read the following short background on Ieng Thirith in their Student Workbooks:

Ieng Thirith is the wife of Ieng Sary and the younger sister of Khieu Ponnary who later became the wife of Pol Pot. Ieng Thirith was arrested with her husband Ieng Sary for crimes against humanity. She is accused of the planning, direction, coordination and the ordering of widespread purges, as well as the unlawful killing or murder of staff members from within the Ministry of Social Affairs.



Defendant Ieng Thirith during her pre-trial hearing in Extraordinary Chambers courtroom on June 30, 2008. Photo by Heng Smith. Source: DC-Cam Archives.

Testimony of a Courier for Ieng Thirith:

A young woman from Takeo was a courier for Ieng Thirith in 1976. Despite their close working relationship, she never dared to be casual with Thirith, never asking her about personal matters. Still, she considered Thirith a good and nice woman, not someone who was mean or vicious, someone who never raised her voice, always talking sweetly and patting Li on the head, always generous. She did not believe Thirith had ever killed anyone, nor did she believe that Pol, Nuon, Sary, or Samphan had ever personally committed murders. She believed executions occurred only in the countryside, where people were killing each other, not in the city. Thirith never spoke to her about the threat of enemies. Food was plentiful, and every ten days there was a treat, such as a meat sandwich or something sweet. And there were movies to watch too. It was a fun life.

Testimony from a woman from Takeo

A woman from Takeo, who served as a medic at the 6 January Hospital in Phnom Penh in 1977-1978 had no memory of Ieng Thirith, but did recall that many of her medic colleagues were taken away for execution, the largest numbers disappearing in late 1977 and into 1978. She claimed most of the victims were from Takeo, and were accused of being traitors – close to “Yuon” – but were in fact taken away for stealing rice, for complaining that the ration was insufficient, or for falling in love. The aim seemed to be to exterminate the Khmer nation. She said the victims were taken to S-21.

Excerpt from an article by Youk Chang, “Two Important New Projects at DC-Cam”, Searching for the Truth, 2-5 (1st Qtr., 2004).

In less than four years, that regime was responsible for roughly two million deaths, or over a quarter of



Youk Chhang (right) with Yeay Suom, a Khmer Leu villager, in Prey Kabas district, Takeo province, 1995. Source: DC-Cam Archives.

Cambodia’s population. But what drove me to document those crimes was more than an abstract number of victims; the horrors of Democratic Kampuchea were also personal. I was a teenager during those years and suffered like almost all of my compatriots. When I picked water grass for my sister, who was pregnant and starving, I was considered to be a criminal, hit with an axe, pushed to the ground, and tied up with ropes. I was put in jail for weeks. My mother was afraid to cry when she witnessed the cadres beating me because the Khmer Rouge also thought that expressing grief was a crime. Another of my sisters died because she did not have enough to eat. When Khmer Rouge soldiers accused her of stealing a small amount of food, she denied their charges. They killed her because they did not believe her. I was luckier. I survived that brutal period.

Excerpt from an article by Bunthorn Som, “Are All the Khmer Rouge Cadres Bad?” Searching for the Truth., 5-7 (3rd Qtr., 2008).

In 1965, Poch was ordained as a monk in Taing Khmao pagoda to study Buddhist morality and literature. Two years later, Poch left the Buddhist monkhood. In 1971, after hearing the call from Prince Sihanouk to enter the Marqui forest and join the struggle to liberate the country from Lon Nol regime, Poch volunteered to serve in the National United Front army. Poch was required to educate people coming from the cities about revolutionary policy and to coordinate food production for the population. Poch recalled that one day when the Khmer Rouge forces and the Lon Nol soldiers were fighting with each other, a little girl and a lady named Mom, who were looking for their relatives, were captured by the Khmer Rouge army. Because they used to live in enemy (Lon Nol) area they were accused of being hidden enemies burrowing from the base area. Because Poch had known both of them and realized they would be subject to cruel torture, he went and vouched for them.

After its victory in 1975, Angkar appointed Poch deputy chief of Sa-ang district where he was responsible for supervising farmers. Seven months later, Angkar sent Poch to Taing Kok district, Region 42 of the Central Zone. Although Angkar required Poch to note down the names of 17 April people who stole potatoes and rice, or who came to work irregularly, Poch never reported their names to the regional rank or central rank cadres. All of them had been evacuated from different places, so he was not able to distinguish their background clearly and was afraid of accusing innocent people. As a consequence, Poch’s position was downgraded to deputy chief.

In 1978, while Poch was fighting on the battlefield he stepped on a mine and lost a leg as a result. After recovering, he was appointed to manage seventeen families of Khmer Rouge soldiers. Eventually, his commander was captured by the government's forces, so Poch fled to live with the villagers. Because Poch had done good deeds, some people gave him rice, dried and salted fish, and helped to hide his background as a former Khmer Rouge cadre. To date, villagers in Baray and Taing Kok districts still visit him sometimes.

Note to Teacher: The purpose of this activity is two-fold.

One, the teacher is encouraged to have students reflect on how history is made up of many different stories, experiences, and interpretations. The teacher could have students compare the stories of 1) the courier for Ieng Thirith; 2) the woman from Takeo; 3) Youk Chang; and 4) Poch. What do these different stories say about the study of history? The teacher can pose this question and try to guide students to the overall point that there is not a single absolute "history." Rather, students must study history as a pool of different experiences and opinions. Sometimes there will be different views on what happened and why.

Two, the teacher is encouraged to have students reflect on how these experiences are different and how these experiences challenge our definitions of "victim" and "perpetrator". For example, is the courier for Ieng Thirith a "perpetrator?" What is the definition of a "perpetrator"? Must a person be directly responsible for harming others in order to be identified as a "perpetrator?"

Summarize (15-25 minutes)

Teacher goes over the students' reflections and the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. When did the Khmer Rouge take control of Cambodia? **April 17, 1975.**
2. Why do you think the Khmer Rouge forced an estimated two million people out of Phnom Penh?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about reasons for why the Khmer Rouge did this task.
3. Approximately, how many lives were claimed under the Khmer Rouge regime?
Between 1.7 to 2 million.
4. Why do you think the Khmer Rouge wanted to transform Cambodia into a rural, classless society?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about reasons for why the Khmer Rouge did this task.
5. What do you think life today would be like if money and free markets were abolished?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.

6. What do you think life would be like if schooling were abolished?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
7. What do you think life would be like if private property were abolished?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
8. What do you think life would be like if foreign clothing styles were abolished?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
9. What do you think life would be like if religious practices or traditional Khmer culture were abolished?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
10. Why do you think the regime banned the assembly of people or public discussions?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
11. Describe the relationship between Cambodia and Vietnam at the end of 1977.
The relationship was hostile.
12. How has the Khmer Rouge regime affected Cambodia today?
No answer should be given by the teacher. Instead, the teacher should encourage the students to think about the effect this would have on their lives today. Answers will vary.
13. Looking at the picture on page 1 of Chapter 1 titled: "Youth at a conference in Siem Riep Province, March 23, 1973.": By looking at the picture objectively without giving opinions, what do you see in this picture? What does this picture teach you about Khmer Rouge ideology? What do you think the young people are doing at this conference?
There is no right or wrong answer for this question. But possible responses can be:

A lot of the people are wearing black.
Most of the girls have their hair cut short in a bob.
14. Looking at the picture on page 1, if you were in this crowd, what kind of feelings might you possibly have? **There is no right or wrong answer for this question.**

CHAPTER 2: WHO WERE THE KHMER ROUGE? HOW DID THEY GAIN POWER?



The Khmer Rouge army at Olympic Stadium, Phnom Penh. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 2

Objectives:

1. Students gain insights into the historical background of the Khmer Rouge.
2. Students describe who played a major role in the Khmer Rouge takeover of Cambodia in 1975.
3. Students identify, define, and use key vocabulary and names.

A postcard from a Khmer Rouge cadre.
Source: DC-Cam Archives.



Materials: Textbook and Student Workbook

Key Vocabulary and Names:

French Colonialism	Indochina	Secretary
Unified Issarak Front (Khmer Issarak)	Son Ngoc Minh	Ho Chi Minh
Chan Samay	Exile	Defected
Nationalist	Intellectuals	Activists
Saloth Sar (Pol Pot)	Son Sen	Protégé
Khieu Samphan	Ieng Sary	Keo Meas
Peasants	Capitalism	So Phim
Feudalism	Nuon Chea	Sieu Heng
Geneva Agreement	Central Committee	Viet Minh
National Assembly	Cadres	Tou Samouth
Indochinese Communist Party (ICP)	Khmer People's Revolutionary Party (KPRP)	
Sangkum Reastr Niyum (the People's Socialist Community)		
Communist Party of Kampuchea (CPK)		

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. The teacher discusses what

students know about the Khmer Rouge and goes over key vocabulary and names in Chapter 2.

Explore (15-45 minutes)

Students actively read and take notes on Chapter 2. Students write in their Student Workbooks to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. Why did the Cambodian communist movement cooperate with the Vietnamese?
To drive the French from Indochina.
2. In April 1950, 200 delegates of the Cambodian communist movement assembled in Kampong Speu province. What was the name of the group that was formed?
Unified Issarak Front or Khmer Issarak.
3. Who was the leader of this group? Son Ngoc Minh (A-char Mien).
4. What was their ideology? Marxist-Leninist.
5. Who were the members of the secret Central Committee of the Khmer People's Revolutionary Party? (Name 4): Son Ngoc Minh, Sieu Heng, Tou Samoth (known as Achar Sok), Chan Samay.
6. In the 1955 election, who won all the seats in the National Assembly? Sangkum Reastr Niyum.
7. Between 1950 and 1959, what happened to the Khmer People's Revolutionary Party (KPRP)?
According to Pol Pot, from 1955 to 1959, about 90% of the KPRP's members were arrested and killed. By the beginning of 1960, only about 800 cadres remained active and only 2 rural party branches were still functioning fully. This came partly as a result of Sieu Heng defecting to Sihanouk's government in 1959.
8. Which two zones had rural party branches that were functioning fully in 1960?
The East Zone, which had its base in Kampong Cham province (led by So Phim) and the Southwest Zone which was based in Takeo province (chaired by Chhit Choem alias Ta Mok).
9. What happened at the secret KPRP Congress meeting on September 28-30, 1960?
Seven members from the organization's urban branches and fourteen from its rural branches met at the grounds of Phnom Penh railroad station. The Congress reorganized the party, set up a new political line, and changed its name to the Worker's Party of Kampuchea (WPK). Tou Samouth became its Secretary and Nuon Chea was its Deputy Secretary. Pol Pot became Second Deputy Secretary in 1961.
10. After Pol Pot was named Party Secretary, what two countries did he visit for talks?
China and Vietnam.
11. Why did Pol Pot change the party's name to the Communist Party of Kampuchea in 1966?
He wanted to lessen the Vietnamese influence and strengthen relations with China. He made the change to put the Cambodian party semantically ahead of the Vietnamese party.
12. In March 1970, who launched a successful coup to depose Prince Norodom Sihanouk as head of state?
Marshal Lon Nol and his pro-American associates.
13. What was Pol Pot's original name? Saloth Sar.
14. Where did Pol Pot become a member of the Communist party? Paris, France.
15. When did Pol Pot become prime minister of Democratic Kampuchea? 1976.
16. When did Pol Pot resign? 1979.
17. When did Pol Pot die? April 15, 1998.
18. During Democratic Kampuchea, what were Nuon Chea's positions as listed in the text?
President of the People's Representative Assembly, Deputy Secretary of the Party's Central and Standing Committees. He also played a key role in security matters and was the second-highest party member.
19. When did Nuon Chea defect to the Royal Government of Cambodia? 1998.
20. What was the name of the government in exile that Prince Norodom Sihanouk formed after being deposed? The Royal Government of the National Union of Kampuchea.
21. Which countries supported the Khmer Rouge in their struggle for power? China and Vietnam.
22. Which foreign military forces moved into Cambodia in 1970?
Vietnamese communist forces and also (briefly) US forces.
23. From January to August 1973, the Khmer Republic government was assisted by what country?
The United States. US assistance lasted throughout the Khmer Republic.
24. The United States dropped about a half a million tons of bombs on Cambodia. How did the bombing affect the Khmer Rouge? It may have postponed the Khmer Rouge victory for two years.
25. How did the US bombing affect the Khmer people?
It killed as many as 300,000 Cambodians and many lost family members. Many joined the Khmer Rouge as a way to oppose the US-backed government of Marshal Lon Nol.
26. What happened to most of the Vietnamese advisors who stayed behind in Cambodia to assist the CPK leadership? Most of them were assassinated starting in 1973.

LESSON 2: WHO WAS POL POT?

Objectives:

1. Students demonstrate their prior knowledge of Pol Pot.
2. Students identify critical aspects of the background of the Khmer Rouge.
3. Students explain their thoughts on the ideology of Pol Pot.

Materials:

Short Biography of Pol Pot and Ideology of DK in Textbook (Refer to Textbook: Chapter 2 biography of Pol Pot)
(Refer to Chapter 7: 1. The Creation of Cooperatives)
(Refer to Chapter 7: 2. Two New Classes)
K-W-L Chart in Student Workbook



Pol Pot during Democratic Kampuchea, 1978. Photo by Elizabeth Becker. Source: DC-Cam Archives.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. The teacher makes a K-W-L chart on the board (What We Know, What We Want to Know, What We Learn) listing students' knowledge. The teacher discusses and reviews information regarding what students already know and what they want to know about Pol Pot. The teacher asks students to discuss where they learned this information. What have they learned from their parents, family members and friends? What have they learned on their own? After this, the teacher asks students to complete what they want to know about Pol Pot and put it into the chart.



Pol Pot with his daughter (sitting on his lap) and the neighbor's children near the Thai border in the 1980s. Source: DC-Cam Archives.

The teacher informs students that they will complete "What We Learn" at the end of the course.

Explore (15-45 minutes)

The teacher explains the word ideology to the students. Students work on a Think-Pair-Share activity. After the activity, each student writes Pol Pot's ideology in their Student Workbook and then shares the ideology with their partner. The students may refer to the ideology in the textbook.

Summarize (15-25 minutes)

At the end of the Think-Pair-Share activity, students share the ideology with the class. At this stage, the teacher evaluates the knowledge and understanding of the students.

CHAPTER 3: THE KHMER ROUGE COMES TO POWER



Khmer Rouge soldiers in Democratic Kampuchea. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 3

Objectives:

1. Students describe how the Khmer Rouge took control over the country.
2. Students explain the historical and social context in which Democratic Kampuchea was formed.
3. Students identify, define and use key vocabulary and names.

Materials: Textbook and Student Workbook

Key Vocabulary and Names:

Foreign Intervention	Bombardment	Uprooted
Rebels	Liberate	Figurehead
Long Boret	Insurgents	Administration
Lon Non	Evacuation	Diplomats
Confiscate	Corruption	Prince Sisowath Sirik Matak

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses how the Khmer Rouge came to power. The teacher goes over key vocabulary and names in Chapter 3 with the students.

Explore (15-45 minutes)

Students actively read and take notes on important facts from Chapter 3. Afterwards, students write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher discusses the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. What day did Phnom Penh fall to Khmer Rouge forces? **April 17, 1975.**
2. What were the colors of the uniforms of the Khmer Rouge troops entering the capital? **Black and green.**
3. What did the Khmer Rouge announce over the radio to the people? **They declared over the radio that**



The forced evacuation of Phnom Penh on April 17, 1975. Photo by Roland Neveu. Source: *The Fall of Phnom Penh: 17 April 1975.*

they did not come to talk to anybody and would execute high-ranking officials and military commanders from the former government. How do you think people reacted to this? Answers will vary.

4. Where did foreigners and some Cambodians seek refuge? **Hotel Le Phnom (now Hotel Le Royale), which the Red Cross declared a neutral zone.**
5. The Khmer Rouge executed three senior leaders of the Khmer Republic government. What were their names? **Prime Minister Long Boret, Prince Sisowath Sirik Matak, and Lon Nol, the brother of Lon Nol.**
6. What did the Khmer Rouge do with people living in the cities? **They forced them to leave and go to work in the rural areas.**
7. What happened to hospital patients? **They were forced to leave the hospitals.**
8. What were some reasons that the Khmer Rouge gave for emptying the cities? (Name 3):
 1. **They told people that America was going to bomb Phnom Penh.**
 2. **They told people that they were forced to empty the cities because there was a lack of facilities and transportation to bring food to the cities.**
 3. **Pol Pot later said the evacuation was necessary in order to break up an "enemy spy organization."**
9. What do most historians believe were the reasons for the evacuation in 1975-76? **The Khmer Rouge felt**



During the evacuation of Phnom Penh, a woman and her children set out on the road with their belongings. Photo by Roland Neveu. Source: *The Fall of Phnom Penh: 17 April 1975.*

Khmer Rouge troops entering the city of Phnom Penh and young people riding on trucks in celebration of Cambodian New Year.
Photo by Roland Neveu. Source: *The Fall of Phnom Penh*: 17 April 1975.





Above: This group of fighters allowed the photographer (Roland Neveu) on to their truck. According to Roland, some of them smelled rotten after sleeping outside the streets of Phnom Penh. Photo by Roland Neveu. Source: *The Fall of Phnom Penh: 17 April 1975*.
 Below: 17 April 1975, Phnom Penh falls with barely a fight. The Victorious Khmer Rouge forces enter the city from all sides. Photo by Roland Neveu. Source: *The Fall of Phnom Penh: 17 April 1975*.



that the cities enabled exploitation and counter-revolutionary activities. Only peasants in the countryside were able to embody the goals and ideals of the revolution. They wanted to turn the country into a nation of peasants and workers in which corruption, feudalism, and capitalism could be completely uprooted. They also had no food to distribute to the population, and refused foreign aid.

10. Who was used as a figurehead leader of the Khmer Rouge? Prince Norodom Sihanouk.

LESSON 2: VISUAL IMAGES OF APRIL 17, 1975

Objectives:

1. Students write a news report about the scene of April 17, 1975.
2. Students explain the feelings and the emotions of the Khmer people upon the arrival of the Khmer Rouge in Phnom Penh.
3. Students present their news report to the class.

Materials: Markers, crayons, paper, glue, magazines, scissors, photos of April 17, 1975, family stories, Student Workbook, and guest speaker (if available).

Procedure and Process:

Launch (25-30 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. Afterwards, the teacher welcomes a guest speaker. The guest speaker presents 20-30 minutes on his/her experience regarding the day before, the day of and the day after the Khmer Rouge arrival. This presentation provides students with some details of what took place during that time period.

Explore (30-45 minutes)

Students write a one-page news report about the scene of April 17, 1975 based on their readings, prior knowledge and the guest speaker's presentation and explain why these stories are different.

Summarize (5-25 minutes)

Afterwards, students turn their news report in to the teacher for an evaluation of their learning.

CHAPTER 4: THE FORMATION OF DEMOCRATIC KAMPUCHEA



Democratic Kampuchea leaders and members of the Standing Committee of the Central Committee of the Communist Party of Kampuchea (CPK). Facing forward from left, Pol Pot (CPK Secretary and Prime Minister of Democratic Kampuchea), Nuon Chea (Deputy Secretary of the CPK and DK President of the People's Representative Assembly), Ieng Sary (Deputy Prime Minister of Foreign Affairs), Son Sen (Deputy Prime Minister of Defense), and Vorn Vet (Deputy Prime Minister of Economy).
Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 4

Objectives:

1. Students identify key concepts about the formation of Democratic Kampuchea.
2. Students identify, define and use key vocabulary and names.
3. Students analyze the national anthem to understand the Khmer Rouge ideology more fully.

Materials: Textbook, Student Workbook and National Anthem of Democratic Kampuchea

Key Vocabulary and Names:

Angkar	Ta Mok	Ros Nhim
Ke Pauk	So Phim	Constitution
Vorn Vet	Son Sen	National Anthem

Democratic Kampuchea's National Anthem: 17 April, The Great Victory

HYMNE NATIONAL : « GLORIEUX 17 AVRIL ! »

1 - Sang vermeil qui arrose villes et plaines
Du Kampuchea, notre Patrie.
Sang sublime des ouvriers et des paysans.
Sang sublime des combattants et
combattantes révolutionnaires !

2 - Ce sang transformé en haine implacable
Et en lutte résolue,
Le 17 Avril, sous le drapeau de la
Révolution,
Libère de l'esclavage.

Refrain
Vive, vive le Glorieux 17 Avril !
Glorieuse victoire de portée plus grande
Que l'époque d'Angkor !

3 - Nous nous unissons pour édifier
Un nouveau Kampuchea et une nouvelle société
Splendides et démocratiques dans l'égalité
et la justice,
Appiquant fermement la ligne d'indépendance,
de souveraineté
Et de compter sur nos propres forces.
Défendons résolument
Notre Patrie, notre terre sacrée
Et notre glorieuse Révolution !

Refrain
Vive, vive, vive, le nouveau Kampuchea
Démocratique et prospère !
Levons haut résolument
Le Drapeau Rouge de la Révolution !
Édifions notre Patrie,
Faisons-la progresser par grands bonds
Afin de la rendre plus glorieuse et plus
merveilleuse que jamais !

(traduction non vérifiée)

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses what students already know about the formation of Democratic Kampuchea. Afterwards, the teacher goes over key vocabulary and names in Chapter 4. The teacher asks students to use their critical thinking skills to analyze the national anthem in order to understand the ideology of the Khmer Rouge more fully. The teacher asks students to discuss the following questions:

1. Why is the word "blood" mentioned so many times?
2. Why does the anthem refer to Angkor?
3. What is the purpose of this anthem or any national anthem?

Explore (15-45 minutes)

Students actively read and take notes on important facts from Chapter 4. Students write in their Student Workbook.

Summarize (15-25 minutes)

Teacher discusses the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. Who made up the CPK's Central Committee in September 1975? **Pol Pot, Nuon Chea, So Phim, Ieng Sary, Son Sen, Ta Mok, and Vorn Vet.**
2. Who joined the CPK's Central Committee in 1977? (3 names): **Ros Nimh, Khieu Samphan, and Ke Pauk.**
3. What title did Prince Norodom Sihanouk hold when he returned to Cambodia in early September 1975? What power did this title carry? **He was given the title of Chief of State but this title possessed no power in the DK regime.**
4. What happened to Prince Norodom Sihanouk's family under the Khmer Rouge? **About twenty members of his family died, and at least seven other members of the royal family were executed at Tuol Sleng prison.**
5. The constitution of Democratic Kampuchea was promulgated on January 5, 1976. It established a 250-seat House of Representatives comprising what groups of people? **150 members representing peasants, 50 members representing laborers and other working people, and 50 members representing the revolutionary army.**
6. What did the red background and temple for the national flag under Democratic Kampuchea represent? **The red background symbolized the revolutionary movement, the resolute and valiant struggle of the Kampuchean people for the liberation, defense, and construction of their country. The temple at the center symbolized the national tradition of Kampuchean people.**
7. On the national emblem, what does the network of dikes and canals represent? **They represent traditional agriculture.**
8. When did the CPK's Standing Committee meet to discuss the resignation of Prince Norodom Sihanouk? **March 11, 1976**
9. Who was head of state in Democratic Kampuchea in 1976? **Khieu Samphan.**
10. Who was President of People's Representative Assembly? **Nuon Chea.**
11. Who was Prime Minister? **Pol Pot.**
12. Who was Deputy Prime Minister and Minister of Foreign Affairs? **Ieng Sary.**
13. Who was Deputy Prime Minister and Minister of Economy and Finance? **Vorn Vet.**
14. Who was Deputy Prime Minister and Minister of National Defense? **Son Sen.**
15. How did CPK leaders treat the Democratic Kampuchea Constitution? **They ignored it.**

16. Why did the Central Committee decide to set the date of the CPK's birth to 1960 rather than 1951? **The leaders decided that anyone who joined the party before 1960 would no longer be considered a party member. They did not want to admit the importance of Vietnamese guidance before 1960. They wanted to deny Vietnam's influence on the party and break any links with Vietnam.**

LESSON 2: MAPPING OF KHMER ROUGE LEADERS



Khmer Rouge leaders from top to bottom, left to right: Pol Pot, Duch (Kaing Guek Eav), Ieng Thirith, Nuon Chea, Khieu Samphan, and Ieng Sary. Pol Pot died in 1998. Duch's trial at the ECCC began in February 2009; he is charged with crimes against humanity. Nuon Chea, Ieng Thirith, Khieu Samphan, and Ieng Sary are awaiting trial in Case 002, expected to start in late 2010. Ieng Thirith is charged with crimes against humanity. Nuon Chea, Khieu Samphan, and Ieng Sary are charged with crimes against humanity and war crimes. *Source: DC-Cam Archives.*

Objectives:

1. Students describe the roles of the Khmer Rouge leaders in Democratic Kampuchea.
2. Students identify key Khmer Rouge leaders.
3. Students explain the historical and social contexts in which Democratic Kampuchea was formed.

Materials: Textbook, Student Workbook and Photos of DK Leaders

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and reviews Chapter 4 with the students.

Explore (15-45 minutes)

Using the Student Workbook, students map out the Khmer Rouge leaders listing names, positions, roles, backgrounds and terms.

Summary (15-25 minutes)

Students present their maps of leaders to the class.

CHAPTER 5: DIVISIONS OF DEMOCRATIC KAMPUCHEA



The zones and regions of Democratic Kampuchea in 1976. Source: DK Ministry of Education, 1977
Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 5

Objectives:

1. Students describe various administrative divisions of Democratic Kampuchea.
2. Students compare the differences between zones and why they were divided.
3. Students identify, define and use key vocabulary.

Materials: Textbook, map and Student Workbook

Key Vocabulary:

Districts	Sub-districts	Central Zone
Cooperatives	East Zone	Northeast Zone
North Zone	Northwest Zone	Autonomous
Southwest Zone	West Zone	

Procedure and Process:**Launch (5-10 minutes)**

Before beginning the lesson, the teacher introduces the objectives of the day and discusses what students know about the administrations of Democratic Kampuchea. Afterwards, the teacher goes over key vocabulary in Chapter 5.

Explore (15-45 minutes)

Students actively read and take notes on important facts from the Chapter 5. Students write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. How many geographical zones existed in Democratic Kampuchea? Six
2. How many regions were the zones divided into? 32.
3. Who was the secretary of the East Zone until 1978? So Phim
4. Who was secretary of the Southwest Zone? Chhit Choeun aka Ta Mok.
5. Who was secretary of the North Zone from 1970-1976? Koy Thuon alias Thoch
6. Who was secretary of the North Zone from 1976-1977? Ke Pauk
7. Who was secretary of the North Zone after 1977? Kang Chap
8. Who was secretary of the Northwest Zone? Ros Nhim
9. Who was secretary of the West Zone? Chuo Chet
10. Who was secretary of the Northeast Zone until 1976? Ney Sarann aka Ya.

LESSON 2: VICTIM-KHMER ROUGE CADRE ROLE PLAYING ACTIVITY

Top: DC-Cam's Film Team members interview a survivor of the Khmer Rouge regime at the Tuol Sleng Genocide Museum, January 2007. Bottom: Sophearith Choung (center left) and genocide scholar Frank Chalk (center right) interview S-21 survivor Chum Mey (far left) and Sum Rathy Siem Reap's prison survivor (far right) at DC-Cam, 2007. Photos by Dacl Q. Keo.

**Objectives:**

1. Students role play using interview transcripts of both the victim and the Khmer Rouge cadre.
2. Students examine and think critically about people's behavior and beliefs within the context of life under the Khmer Rouge.
3. Students take notes and write a paragraph on the role play exercise.

Materials: Student Workbook and Sample of Interviewing Transcripts of Victims and Cadres

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. Afterwards, the teacher explains the assignment and selects students to play the role of either victim or Khmer Rouge cadre. Students take notes and write a paragraph about the role play exercise.

Explore: (30-45 minutes)

The teacher asks students to role-play the testimonies. All students should write a brief summary of what life was like under the DK based on the testimonies. The teacher may choose to do only one, several, or all of the testimonies depending on time constraints.

DIRECTIONS FOR ROLE-PLAYERS:

1. Do not give your opinion about the person. You must be as objective and as neutral as possible. If you have remorse for the person, try to refrain from saying this. If you revile the person, try to refrain from saying this.
2. Study your person. Try to understand what the thought. What was their education and background? Why did they say what they said? Your task is to analyze what the person said and inform your peers as much as you can about the person and their experiences.
3. To reiterate guideline 1, try not to judge the person. You may have strong feelings about the person but you must avoid expressing these feelings in your presentation. The objective here is to gain an understanding of the reasons and circumstances that led people to behave the way they did and how anyone might behave similarly in the same situation.

Here are some questions to guide class discussions:

1. What kind of experience did the person have during the Khmer Rouge period? What did they do on a day-to-day basis during the Khmer Rouge period?
2. How did their experiences affect them then?
3. Did the experience affect other people and if so, how?
4. Based on the role play exercise, what do you think may be true about the person? His or her education? His or her personality?
5. What did the person do in the situation they described?

TESTIMONY 1

Yan Chhim, 52, a widow with three children, lives in Trapeang Stok village, Tang Yab sub-district, Prey Chhar district, Takeo province. She farms and weaves silk. Her husband Meas Pa was killed in 1977.

Her village came under Khmer Rouge control in 1972. Chhim said at first many April 17 people (those evacuated from the cities) arrived in Koh Thom district, but after staying for a short time, Angkar sent them to Battambang province.



In 1975, cooperatives were not yet set up in Koh Thom; people still ate in their houses. Chhim said base people and new people had different food. Base people processed rice, while new people received rice rations. In 1976, the Khmer Rouge began creating cooperatives. People were grouped into three units. First, “full-rights units” consisted of the poor, landless base people. Members of this unit usually became group leaders of people in the other two units. Some of the group leaders were assigned to collect vegetables and scare off birds. The “candidate units” included base people who had been rich and owned land and houses. Their work was not hard. The “dependent unit” comprised new people, who received small food rations and were forced to work the hardest.

Chhim was in the dependent unit, in which she had to work very hard and was given little food. Her body began to shrink. She wore the same clothes for working, resting, and sleeping.

In 1976, Chhim gave birth to a daughter. The unit chief allowed her 20 days’ rest, after which she had to go back to work. Roads were often cut off by flooding. Chhim had to cross the chest-deep river to ferry her children. In the evening, her children waited for her, while the base people had already picked up their kids. One day she asked the unit chief for permission to tend her sick child at home, and the chief replied, “Are you a doctor?” But Chhim kept pleading with the chief until she let her come home during lunch. To return on time, she skipped lunch, then ran and walked a few kilometers to reach home. Excited to see her mother, Chhim’s daughter fell from the house, bled and became unconscious. Shocked, she cried for help. Her base-people neighbors came out to help and carried her daughter up to the house. Then Chhim had to go back to work.

When her third daughter had a fever, the medical cadre gave her a black tablet. Chhim said, “They gave us the same tablet for diarrhea, headache and malaria.” Her daughter’s illness worsened. At night Chhim and her husband brought their daughter to meet a man named Bou Kheng who they knew before the regime. Her daughter’s condition improved. Chhim said, “When my daughters were sick, I collected left-over corn to trade for fish. But the base people refused to trade with me. They said, ‘You’re living on us, how dare you trade? How dare you! You should know, we liberated you.’ I did not reply to avoid further problems.”

In November 1977, Chhim’s husband was killed by the Khmer Rouge. She said, “That year my husband was sent to a unit of new people. I rarely met him, except in meetings, in which base people sat in one line, new people in one line, men in one line and women in one line. I tried to look for my husband; and sometimes I saw him. Members of the new people’s groups disappeared every night. In November 1977, I was told that my husband was taken away. I immediately lost consciousness. I cried and cried. I thought my turn would come soon, because usually the wife was killed after the husband.” To live for her children, Chhim had to work twice as hard as before.

In January 1979, Chhim and her daughters left Koh Thom district to look for her surviving relatives in her home village.

TESTIMONY 2

Veng Chheng, a young woman from Takeo who became a courier for Ieng Thirith in 1976 recalled that Thirith had three or four houses, but seemed to spend most of her time at the one in front of the Palace, where the bigshots resided and worked. The women carried letters for Thirith, always travelling in a vehicle driven — with an escort — by Uncle Ra, who was armed with a pistol. Some went to the Ministry of Foreign Affairs, to Ieng Sary, others to Pol Pot, Nuon Chea and Khieu Samphan, and some to factories for which Thirith was responsible. The woman recalled having heard of S-21 when she was Thirith's courier, but did not know where or what it was, never heard of Duch, and had not taken letters there for Thirith, because Thirith had told her S-21 was too far away for Li to do the delivering; explaining that other, older couriers should carry out such tasks. The woman stated these couriers — a woman named Phâl and a man named Pheap — had taken letters to S-21 for Thirith. As for the exact nature — the substantive content — of Thirith's work and responsibilities, she also was not allowed to know. Thirith attended meetings around Phnom Penh, including at the Foreign Ministry. Thirith and Sary were living together, but sometimes did not sleep in the same house, and did not often work together, seeming to see each other only at major official gatherings.

As often as once a fortnight, the woman went with Thirith in her vehicle to meetings, usually to one of the bigshot offices in the vicinity of the palace, where she saw various senior leaders, mostly with enormous pot bellies. She commented that the bigshots seemed constantly to be in meetings, rarely going down to see what was really going on, although they got regular reports from their subordinates.

Thirith never had visitors from the countryside, although she sometimes went to Angkor Wat, with Li accompanying her twice.

Along the way, Ly saw people carrying dirt and manure, but Thirith never got out of the vehicle, and the people were quite a distance from the road.

Despite their close working relationship, she never dared to be casual with Thirith, never asking her about personal matters. Still, she considered Thirith a good and nice woman, not someone who was mean or vicious, someone who never raised her voice, always talking sweetly and patting Ly on the head, always generous. She did not believe Thirith had ever killed anyone, nor did she believe that Pol, Nuon, Sary or Samphan had ever personally committed murders. She believed executions occurred only in the countryside, where people were killing each other, not in the city. Thirith never spoke to her about the threat of enemies. Food was plentiful, and every ten day week there was a treat, such as a meat sandwich or something sweet. And there were movies to watch about fighting. It was a fun life.

TESTIMONY 3

As Rim remembers, she and her three-month-old daughter first arrived at Toul Sleng prison in 1976. Angkar had arrested her and five Khmer Rouge cadres' wives who were accused of being in a "traitor group" in Kean Klong. A truck brought the six women to Tuol Sleng around midnight.

Rim saw piles of clothes and shoes in the building's passageways as the security guard led her to a very dirty and smelly room. The guard commanded her to sit on a bed in front of the interrogator who was

sitting on a chair with a desk between them. The interrogator grabbed a lock and banged it loudly on the table. He then began asking about her biography and activities before and after the revolution. Next, he asked her about her husband's biography and conspiratorial acts. Rim responded that she didn't know anything about her husband, because she had only married him when ordered by Angkar; the two had not known each other before they were married. Not satisfied with her answers, the interrogator asked the same question again and again, and threatened to torture her if she refused to confess.

Thong Hen, Rim's husband, was a platoon chairman (his biography lists him as a company chairman). He was arrested after receiving a letter from the staff ordering him to go for a meeting and visit to Kampong Som province. Six days after Hen's departure, Rim and about 30 other cadres' wives were called for a meeting arranged by Angkar. There she was informed that her husband was a bad element and had a plan to sell national territory to foreigners. Rim was shocked when she heard this and became afraid for herself and her little daughter. After three days, the Khmer Rouge informed Rim that Angkar had appointed her to a cooperative. Rim was forced to leave hastily and could not take any belongings with her, even milk for her baby. But she did not argue, remembering that she was told; "Whenever Angkar orders, one must obey at once. Don't be stubborn or say you have to prepare anything. At Angkar's region, every-thing is abundant. When Angkar sends you, Angkar knows how to solve problems."



After interrogating her, the security guards confiscated all of Rim's belongings, even the cotton scarf and shoes she was wearing, and then took her photograph. Then she was imprisoned by herself in a room, but was not handcuffed or shackled. The following day she was questioned again by a different interrogator, and the next night, Rim was interrogated four times. The questions were always the same, and her answers were always the same: that she did not know about Hen. The interrogator slapped her face, pulled her hair and banged her head against the wall each time her answer was unsatisfactory. After the last interrogation, Rim, her daughter and one other woman were sent to Prey Sar prison.

When she arrived at Prey Sar, the brigade chief ordered Rim to begin work at 3 a.m. like the other convicts. Every day she was awakened by the sound of a whistle and then dug channels and transplanted rice until 8 p.m., and sometimes until midnight. Once in a while, they had to begin work at 1 a.m. On these occasions they were rewarded with a few ladles of watery rice soup. Rim said, "Doing laborious jobs and receiving only a sip of gruel, everybody was starving, exhausted, and almost died. Because we were hungry, we ate anything we saw, even if it made us ill. In the rice fields, if a grasshopper or a crab passed by, the convicts ran, fought each other for it, and ate it raw. If the militiamen saw this, they sometimes hit the prisoners until they vomited or took the crab or fish out of their mouths, accusing them of inappropriate eating or neglecting work. If a convict was absent from work several times, he or she would surely disappear."

Rim spent most of her time working, with no time to look after her three-month-old daughter. Before she went out to work, she had to take her baby to the nursery where an old woman cared for 60 children. After living in Prey Sar for a month, her daughter's health declined. Her face was pale, her cheeks hollow, and

her body wasted from insufficient food. Rim had no breast milk for her daughter because Rim ate only thin gruel and drank unclean water. Later her daughter died of starvation. Rim always remembers her daughter's tiny body lying dead in her arms.

Fear always occupied Rim's mind during the Khmer Rouge regime, especially when they forced her to move from one place to another. At Prey Sar, Rim saw several trucks take convicts away and bring in new ones almost every day. "Those who were sent out would be killed. I lived there only waiting for death. Now is the others' turn, the next day will be ours. It was inevitable although we attempted to avoid it."

Rim was imprisoned in Prey Sar until 1979 when the Vietnamese liberated Cambodia.

When it comes to her past, she said "I feel very regretful that I was fooled by their propaganda and put all of my effort into serving the revolution in 1973. I was not reluctant to run through the rain and gun battles in order to liberate the motherland with hope of being able to live peacefully together. Yet, as a result, I was imprisoned without knowing what crime I had committed." Now Rim is happy to see a court created to try the Khmer Rouge leaders. She wants a trial that does not arrest or detain innocent people for their actions, but punishes the murderers.

TESTIMONY 4

Nhem Noeun and I were married in 1962 in Kampong Cham province. He was my second cousin, but because he was older, I called him uncle. Later we lived in Siem Reap, but Noeun was still studying in Kampong Cham and wasn't there often.

My husband went to the revolution before we were married. He joined with Hu Nim and Hou Yuon; they had studied together at the same school. All of them educated me on the revolution.

In 1970, I went to Siem Reap to live with my husband. He was working as a Khmer Rouge soldier then, but he didn't fight; he just sent food to the battlefield. In addition to working for the revolution, he was a teacher.

Ke Pauk called me to the revolution in 1970. He was the provincial chief then, and his brother-in-law Oeun was a district chief with my husband. He taught me for two years. At first I refused to join because I was helping my parents and my husband, who was already working for the revolution. I didn't see why I needed to join, but he kept trying. He was gentle and joking, and had a background as a playboy. However, if someone said something wrong, he looked at them and they were afraid.

In 1973, Ke Pauk built me a house; he said he wanted me to devote everything to the revolution. He would come to the house every evening and take a bath, then leave around 4 or 5 a.m. He snored very loudly, but if someone walked by the house, he would hear them and know who it was. Once, after he had eaten, he wanted to write a letter. But he didn't know how, so I taught him.



I volunteered to be the district chief of a women's group in Siem Reap. I only did this because they didn't have enough people to fill the positions. The villagers I worked with were poor and old, so I wrote a letter to Ke Pauk and asked for some cotton. He sent me 10 or 20 pieces of cloth. The Khmer Rouge also gave me two or three weaving machines. So I introduced the villagers to silk weaving, and designed and cut clothes for them.

There was a meeting of Khmer Rouge leaders from Phnom Penh at Koulen Mountain in 1974. I was one of the cooks for the meeting, and I made black clothes for the King and the people attending. This allowed the people there to change their clothes three times a day.

When my husband and I came home from the mountain, we learned that our son Sothea had died of malaria. He was four years old. Our first child had also died this way in 1966 when he was two.

I quit being district chief after that. It was difficult work and I had to walk very far to reach the village. No one forced me to quit. I just asked them for permission to stop and they gave it to me, partly because our son had died.

My husband was also a district chief in Siem Reap at the time, but he didn't quit. We were living apart then because he was working at another place. When he came home, he sometimes slept in my house and sometimes he just visited our children. We had three children alive, and my oldest always asked for my husband. They wanted him to live with me, but I wouldn't agree to it. In 1975, I began working at the cooperative at Koulen Mountain, farming and weaving silk. It was easy for me to live far from my husband.

Noeun was arrested in 1977. Someone told me they put him in a sack and dropped him in the river after people from the West Zone accused him of betraying the revolution. They said that Kae Pauk put him in a car and drove away.

I thought I would be arrested next. A month later, a few soldiers came to the mountain, saying that the *Angkar* wanted me to move to meet my husband. I thought if I went with them, I would die soon. My son Sokhin was at a cooperative but my daughters Kea and Sokny came with me to the security office [prison] in Sotr Nikum district. After I was in prison for a month, I gave birth to my daughter Sokha.

While I was in prison, they interrogated me and accused me of betraying the revolution. Also, I didn't have the same accent as people from Siem Reap, and they knew that. But when people at the prison saw I was from Kampong Cham, they helped me keep it secret because my husband had looked after them; he treated them when they were sick and gave them clothes.

Soon after I gave birth, Kae Pauk came to visit the prison and saw me there by accident. My children recognized him and cried, "Mummy, uncle has come." He said he had been unable to find me and then ordered the security chief to bring me food so I could eat by myself. They gave me dried fish.

Ke Pauk had a handsome, sweet face. In the past, I had sometimes looked at him directly, but often, I couldn't because I was very shy. When he came to the prison, I looked at him and then took a cotton scarf to dry my tears. I told him that I had made revolution to get freedom and rights for the people, but now they accused my husband of betrayal. What had Noeun done wrong? And I told Pauk he had led me, so

why were they doing this to me?

I asked him to please tell me about Noeun. Pauk admitted that he had taken my husband to study one night. He also swore to me that Noeun wasn't dead, but had been sent to Ratanakiri province. Pauk told me not to be afraid. I believed him because I trusted him.

Then he had me released and sent to a cooperative where I carried earth and worked on a rice hulling machine. The Khmer Rouge there asked the villagers about my background. But the villagers were nice to me because I had just given birth. We ate two or three times a day. I had rice, never porridge, and when I finished work, I caught fish. They didn't punish me.

After the Khmer Rouge collapsed, I went to Sotr Nikum district and took my children.

I think about my husband every day. Sometimes I feel that he's still alive, but he hasn't come back to my village in all this time. I'm still waiting for him. He looked after me and took care of me.

I never heard from Ke Pauk again. But one of my relatives from Anlong Veng told me that he was living near their house. When I learned that he died, I felt pity because he was a person full of kindness. If I had money, I would have gone to his funeral ceremony.

TESTIMONY 5

Before the Lon Nol regime, my father was a teacher and photographer at wedding ceremonies. He took this picture of my grandmother and me.

My father brought me to this village to visit my grandmother in 1974 along with 15 cars of monks the Khmer Rouge sent from Siem Reap to Kampong Cham. After liberation, I came here again, but this time to live. My parents were at Siem Reap.

When I was ten years old, they took me to the revolution. I collected cow dung in this village and later, they called me to carry earth and build dams at Tik Chhar and Toul Trabek. I was in a children's unit, so I lived apart from my grandmother. We slept in a big cottage at night. All the boys slept in a line; I was cold because I had no clothes to wear, only a blanket and a cotton scarf.

If someone stole something to eat, they were tied with a rope and kicked repeatedly. They were also punished if they tried to catch fish in the field; I saw them pulling out children's fingernails for stealing rice and trying to hide it.

I never did anything wrong because my grandmother prevented me. She didn't allow me to take anything to eat, even when I was hungry. However, I didn't care what they did. I was a farmer, but I wasn't allowed to eat what I grew.

After the Vietnamese came in 1979, I went back to live with my grandmother. At that time, the Khmer Rouge wanted to send people to be killed west of the village, so they dug a communal grave. I don't know why, but they wanted to kill all the people in the village.

Summarize (15-25 minutes)

Teacher discusses student learning and asks about the role playing experience. The teacher grades the students based on the rubric below.

SUGGESTED GRADING RUBRIC FOR STUDENT SUMMARIES

Objective Student Knows Basic Information about Persons	Achievement Low Gives 1 fact about people's experiences during the DK period = 1 point If no facts then = 0	Achievement Good Gives 2 facts about people's experiences during the DK period = 2 points	Achievement Excellent Gives 3 facts or more about people's experiences during the DK period = 3 points
Student evaluates the persons situation or experience	Gives no opinion on how people were affected by the experience or how people felt from the situation. = 0 points		Gives an opinion on how people were affected by the experience or how people felt from the situation = 2 points

Note to teacher: *The rubric is also in the Student Workbook.* The teacher should be flexible with regards to this rubric. For example, if a student gives two facts about a person but gives a very long, detailed opinion about how the person felt, then this would qualify for five total points. The goal of the exercise is not to punish the students, but to encourage them to work hard to understand the people about whom they are learning. Most grades should be very high. If the students are generally not scoring high on this exercise, the teacher should do it over again and re-explain the instructions so that the students are not confused about the objectives of the exercise.

CHAPTER 6: THE FOUR-YEAR PLAN (1977-1980)



Workers using a machine to cut lumber during Democratic Kampuchea. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 6

Objectives:

1. Students describe the Four-Year Plan.
2. Students explain the ideology behind the Four-Year Plan.
3. Students identify, define, and use key vocabulary concerning the Four-Year Plan.

Materials: Textbook and Student Workbook

Key Vocabulary:

Collectivization	Four-Year Plan	Slogan
Production	Regime	Ideology

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day by using pictures and goes over key vocabulary in Chapter 6.

Explore (15-45 minutes)

Students actively read and take notes on important facts from Chapter 6. Students write in their Student Workbooks to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and gauge student learning.

GUIDED QUESTIONS AND ANSWERS

1. Why did the Khmer Rouge empty the cities? In order to abolish urban living and to build a new and self-sufficient Cambodia based on the expanded production of rice.
2. What did the Four-Year Plan (1977-1980) call for? It called for the collectivization of all private property and placed high national priority on the cultivation of rice.
3. How did collectivization affect Cambodian families? Families were split up and people were assigned to work groups. Husbands and wives were separated, and children were separated from their parents and assigned to work at separate work sites.
4. What were the two highest priorities of Democratic Kampuchea? Collectivization in order to cultivate rice and national defense, primarily against the Vietnamese.
5. What does collectivization mean? It means that all private possessions (including kitchen utensils) are relinquished and used collectively. Private property is banned and rice cultivation is conducted by work groups at collective work sites.
6. What was the purpose of collectivization in Cambodia? The purpose was to make Cambodia completely independent in both economic and political spheres, and transform Cambodia from an undeveloped agricultural country to a modern agricultural country.
7. What were some of the results of collectivization and other Khmer Rouge policies? Name at least 3.
 - Starvation as rice production was inadequate or not distributed to the population,
 - Widespread disease due to malnutrition from lack of food and lack of medicine,
 - Executions as intellectuals, technicians, and former leaders of the last regime were killed,
 - Lack of education as all universities and schools were closed,
 - Inefficient use of labor because peasants with no technical experience were placed in factories to work,
 - Inequality as soldiers and Khmer Rouge cadres ate while common people starved.

LESSON 2: SURVIVAL BOX

Objectives:

1. Students empathize with the survivors of the Khmer Rouge regime.
2. Students describe the living conditions of life under the Khmer Rouge.
3. Students process and explain their survival skills.

Materials: Textbook, boxes, glue, scissors, magazines, paper, crayons and markers.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and gives the directions for the activity. The teacher asks students to use their imagination to construct a “Survival Box.” Based on their understanding of life under Khmer Rouge, how would students live and survive if they lived during the Khmer Rouge period and could have a box to place different objects?

Note to teacher: This activity may require students to interview their parents or other family members prior to the day of the lesson in order to learn this information. What do you think the parents would do to help and take care of their children?

Explore (15-45 minutes)

Students decide on a scenario provided below:

You live with your parents during the Khmer Rouge regime. Your living condition is unbearable. What would you do or what would you try to get in order to help yourself and your parents stay alive?

Students use the materials provided to construct a “survival box”. In it, students need to place words or pictures of items that may help support their family’s everyday life such as rice, cloth, spoons, bowls, pots, meat, vegetables, fruits, medicine, shoes, knives, fishnets, photographs, etc.).

Summarize (15-25 minutes)

Students show their “survival box” to the class and explain why they placed such words or items in their boxes. The teacher should then explain that many families did not have many of these “needed” items. In fact, the Khmer Rouge outlawed individuals having things only for themselves. Everything had to be “collectivized” during the Khmer Rouge regime. However, some families and people secretly kept items and food for themselves and their families. If they were caught, there was a high chance that they would be severely punished and often killed as a result of their crime.

LESSON 3: TIMELINE: TEAM ANALYSIS AND EVALUATION

Objectives:

1. Students describe the overall timeline for events that occurred during Democratic Kampuchea.
2. Students explain the significance of key events in the Democratic Kampuchea period.
3. Students analyze and evaluate the significance of key events in the Democratic Kampuchea period.



Top: local high school students look through the Khmer Rouge textbook for the first time in Kampot province, July 2009. Photo by Sok-Kheang Ly. Bottom: local high school students in Pursat province receive their individual copies of A History of Democratic Kampuchea, June 2009. Photo by Pong-Rasy Pheng. Source: DC-Cam Archives.



Materials: Student Workbook and textbook.

Procedure and Process:

Launch (5-15 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. The teacher assigns students to teams of 3-4 and instructs students on how to complete the timeline activity. The teacher gives students cards with different events and let them try to put the events in chronological order. Afterwards, the teacher asks students to explain their ordering of events. Students need to focus on a reason: “My reason for this is ...” The teacher can later correct them and sum up the list of dates. The teacher informs the students that they will need to write these dates on a legible timeline which they will then present to the class.

Explore (20-45 minutes)

Student teams note as many events during DK as possible in Activity 1. In Activity 2, teams discuss and evaluate the events and prioritize the top five most important events in DK history. They present these findings to the class. In Activity 3, the teacher assigns teams a specific event considered to be important and instructs them to discuss and evaluate how this event affected Cambodia and Cambodian society. In addition, the teacher instructs them to consider how Cambodia and Cambodian people might be different today if this event had not occurred. All activities require presentations of the team findings.

Activity 1: Timeline Team:

Give students 10 minutes to work in teams creating a time-line for the Khmer Rouge period using the assigned textbook: *A History of Democratic Kampuchea (1975-1979)*. The students will present their timeline to the class.

Activity 2: Timeline Team Analysis

Teacher retains the same team members for each group as assigned in the Timeline Team activity (Activity 1). The teacher instructs the students to discuss in their team what they believe are the top 5 most important events in the Democratic Kampuchea period. They should discuss the reasons they think these events are the top five most important. Each team must prepare a 5-10 minute presentation on their

conclusions.

Presentation of the Team Analyses: Each team is assigned 5-10 minutes to present their findings. The purpose of the activity is to have the students present their list of the top five most important events in Democratic Kampuchea history and why they think these events are the most important as opposed to other events.

Activity 3: Timeline Team Evaluation

Teacher assigns each team to analyze a specific key event in Democratic Kampuchea history that all or most of the groups identified as important. The purpose of this task is to have each team discuss and determine how Cambodia or Cambodian society might be different if this event either had not occurred or had occurred in a different way.

After completing this discussion, each team should prepare a presentation of their findings for the class. The presentation should address the following two questions:

1. How was Cambodia affected by this event?
2. How would Cambodia or Cambodian society today be different if that event either had not occurred or had occurred in a different way?

Summarize (15-25 minutes)

After the Timeline activity is completed, the teacher instructs each team to make a presentation in front of the class that summarizes what they have learned. After the students complete their presentations, a post-activity evaluation of benefits and improvements for this Timeline activity will be conducted. Students will be asked the following questions:

1. What did you learn from this activity?
2. What do you still want to learn regarding key events in the Democratic Kampuchea period?
3. What did you like about this activity?
4. What did you not like about this activity?

LESSON 4: ANALYSIS OF THE KHMER ROUGE IDEOLOGY

Objectives:

1. Students analyze and evaluate Khmer Rouge slogans in order to develop an understanding of Khmer Rouge ideology and policies.
2. Students learn how to handle controversial subject matter in a way that is most meaningful.
3. Students consider their own moral ethics and beliefs.
4. Students define the meaning of slogan and ideology.

Materials: Textbook, Student Workbook and list of key words

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses the basis and



National flag of Democratic Kampuchea. Article 16 of the Constitution describes the design and meaning of the national flag: The background is red, with a yellow, three-towered temple in the middle. The red background symbolizes the revolutionary movement, the resolute and valiant struggle of the Kampuchean people for the liberation, defense, and construction of their country. The yellow temple symbolizes the national traditions of the Kampuchean people, who are defending and building the country to make it ever more prosperous. *Source: DC-Cam Archives.*

importance of moral ethics and beliefs. The teacher goes over the ideology and policies of the Khmer Rouge and the definitions of slogan and ideology again.

This discussion will be more of a “brain-storm” in which the teacher can read a slogan and then ask Guiding Question 1, 2, 3, etc. to the class.

LIST OF SLOGANS:

1. Secrecy is the key to victory. High secrecy, long survival (See p. 2).
2. 17 April people are parasitic plants. They are the losers of the war and prisoners of war (See p. 31).
3. To keep you is no gain; to lose you is no loss (See p. 31).
4. Super great leap forward revolution (See p. 35).
5. There are no diplomas, only diplomas one can visualize. If you wish to get a Baccalaureate, you have to get it at dams or canals (See p. 35).
6. Study is not important. What's important is work and education (See p. 35).

7. Angkar makes the shadows under the trees into schools and meeting places (See p. 36).
8. You should learn while working. The more you work, the more you learn (See p. 36).
9. Angkar is the parent of all children as well as male and female youths. If parents beat their children, it means they look down on Angkar, so Angkar will have no pity on them (See p. 37).
10. Do whatever Angkar orders you to do! You must completely fulfill the orders made by Angkar. Comrade, do not bargain! (See p. 45).
11. You must know how to trace one another. Report everything to Angkar (See p. 45).
12. It is better to arrest ten people by mistake than to let one guilty person go free (See p. 45).
13. To dig up the grass, one has to remove even the roots (See p. 47).

Note to the teacher: Answers may vary. The idea is to have students refer to their textbook, re-read the page that correlates to the slogan in order to understand the slogan's context. The student then must analyze the answers to the guiding questions. It will require a great deal of critical thinking and it is for this reason that this Guidebook is omitting correct or perfect answers. Students should form their own opinions in response to these questions.

Explore (15-45 minutes)

Students write an essay on the Khmer Rouge ideology and policies. The students may use the following guiding questions to help with their evaluation of Khmer Rouge ideologies and policies.

1. How does a certain slogan or a group of slogans embody the Khmer Rouge regime?
2. What is the purpose of the slogan? Who is its audience?
3. What is the slogan trying to achieve?
4. What is the slogan's appeal? Why would people be encouraged or motivated by it?
5. How were these slogans disseminated? What were the slogan's effects on the population?

Students may refer to the slogans above that were used during the Khmer Rouge period as part of their essays. Their task is to analyze these slogans in terms of Khmer Rouge ideology and policies and their effects on the population. They may analyze only one slogan or many slogans. It is their choice. See below for the grading scale that will be used for their essay.

If students are confused about the purpose of their writing assignment or need assistance with their writing, the teacher may take 5 to 10 minutes to explain the guided discussion above.

Summarize (15-25 minutes)

Students present their writing and explain the slogans given by the teacher.

ASSESSMENT

Student's work will be graded using the rubric below that has a set of criteria used for assessing student work.

ANALYSIS OF THE KHMER ROUGE IDEOLOGY ESSAY GRADING RUBRIC

Objective	Does Not Answer Question	Answers Question
Guiding Question 1	0	1
Guiding Question 2	0	1
Guiding Question 3	0	1
Guiding Question 4	0	1
Guiding Question 5	0	1
Total Points:		

CHAPTER 7: DAILY LIFE IN DEMOCRATIC KAMPUCHEA



In Democratic Kampuchea, the population often performed backbreaking manual labor and given little food. Top: a women's unit constructing a warehouse. Bottom: youth unit working in the rice fields. Source: DC-Cam Archives.



LESSON 1: ACTIVELY READING CHAPTER 7

Objectives:

1. Students identify key concepts of daily life in Democratic Kampuchea.
2. Students critically analyze what life was like under Khmer Rouge rule.
3. Students identify and define key vocabulary terms related to daily life under the Khmer Rouge.
4. Students evaluate information and evidence from family and others.

Materials: Textbook and Student Workbook

Key Vocabulary:

Base People	New People	Reeducate
Purges	Loyalist	Massacres
Execution	Soviet Secret Police (KGB)	Central Intelligence Agency (CIA)

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses what students already know about the daily life under Democratic Kampuchea. Afterwards, the teacher goes over key vocabulary in Chapter 7.

Explore (15-45 minutes)

Students actively read and take notes on important facts from Chapter 7 and write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. Why did the Khmer Rouge establish cooperatives? To facilitate the abolition of private ownership and capitalism, and to strengthen the status of workers and peasants.
2. To the Khmer Rouge, what did a cooperative mean? It meant that people were supposed to live together, work together, eat together, and participate in indoctrination sessions together.
3. were the two new classes established under the Khmer Rouge? The base people and the new people. Why did KR put such labels on groups of people? Answers will vary.
4. Name at least 2 characteristics of the “base people.”
 - They tended to live in rural areas controlled by the CPK prior to April 17, 1975.
 - They were classified as full-rights people.
 - They were allowed to vote, run for elections, and to be chiefs of cooperatives
 - They generally did not have relatives who had worked for the Khmer Republic.

5. Name at least 2 characteristics of the “new people.”
- They were called 17 April people.
 - They were typically evacuated from the cities and town in April 1975.
 - They were considered “unreliable.”
 - They were viewed by Angkar with disdain and suspicion.
 - They were classified as “parasites” and had minimal rights according to Khmer Rouge slogans.
 - They were often treated harshly depending on the particular region.
6. How were couples married in DK weddings? They were married in mass ceremonies in which there were as few as 3 to 10 couples or as many as 30 to 100 couples at each ceremony. How did these ceremonies deviate from the traditional Khmer wedding? The answers will vary.
7. Why were mass weddings used by the Khmer Rouge? The Khmer Rouge thought that wedding ceremonies were a waste of time and of no help in producing rice. Mass weddings were established because they took so little time—the time saved would be devoted to cooperative work and to what the Khmer Rouge called the “Super Great Leap Forward Revolution.” The main purpose of weddings was not to form family units but to produce children who could serve the revolution.
8. What was the primary focus of Khmer Rouge education? Political indoctrination.
9. Where were the best places for education according to the Khmer Rouge? The workplace, the fields, the dams, canals, and other labor sites.
10. How long was the typical workday under the Khmer Rouge? Nearly everyone who was not sick worked 12 or more hours a day, often 7 days a week without adequate rest or food.
11. After fighting with Vietnam in 1977 and 1978 occurred, how did the Khmer Rouge treat people in eastern Cambodia? The Khmer Rouge accused people and cadres in the East Zone of cooperating with the Vietnamese, which led to many people being arrested and executed, including longtime Khmer Rouge loyalists and political colleagues such as So Phim, who committed suicide.
12. Which regions mentioned in the book experienced coups, rebellions or purges? (Name 3.) Units in the East Zone rebelled against Democratic Kampuchea troops. Rebellions also sprang up in the South-west Zone and the North Zone.

LESSON 2: THE DIARY OF MY LIFE UNDER THE KHMER ROUGE



A young girl weaving yarn during Democratic Kampuchea.
Source: DC-Cam Archives.

Objectives:

1. Students use information they have learned to write about life under Democratic Kampuchea.
2. Students analyze and evaluate the effects of living under the Khmer Rouge regime on themselves, their families, and the Khmer people.
3. Students describe fundamental living conditions under the Khmer Rouge regime.
4. Students explain the policies of the Khmer Rouge regime that produced these conditions.

Materials: Textbook, excerpt of a diary and Student Workbook

My First Unforgettable Fright and Trauma

Deour Serey Len

In 1975 I was a child with high status because my father was a high-ranking military official (he was a lieutenant colonel named Deour Kim Sea). I am the youngest of seven boys and two girls in my family.

On April 11, 1975 my family was forced to leave home and stay temporarily at my aunt's house near Orussey Market. Our house had been targeted for shelling because it was a state-owned house in Banteay Khloang Romsev (a place where explosives were kept). We were unable to take anything with us but the jewelry we were wearing. On April 17, 1975 after applauding the Khmer Rouge victory, people were evacuated from the city. My family did not have anything on hand aside from three cars: a Mercedes, a Humber Sport and an Austine.

We traveled without a clear destination. My father asked to stay with the chief of Po Andet village until we returned to Phnom Penh. The chief allowed my elder sister, young children, and a woman who had just given birth to stay at his house. Within a month, my

father's background was uncovered by a woman. The village chief told my father to prepare clothing. "Angkar summons him to study," the chief told my mother. The next day, my brother went to meet my father. When my brother returned, he said: "Father is at the district office with 50 other people such as soldiers, teachers, and doctors." My mother was relieved because she thought they would never kill teachers and doctors. My brother asked my mother's permission to accompany my father. The chief got the approval of the district committee for him to go. We have had no further information on my father and oldest brother since then. Also, my grandfather passed away in the village because he was sick and had no medicine.

Three weeks later, four large boats came to bring New People back home. My mother was very happy; she had waited a long time to leave the village. We left on the boats, which were so full that people had to sit on the roofs. One of the boats sank and many children were swept into the river as their helpless mothers watched.

Over the next several days we traveled by car and by train. My second brother and I were almost separated from my mother because I had diarrhea and my brother was cleaning me up when the train left. Fortunately, someone helped us onto the train.

We lived in the Char village, Anlung Run commune, Ta Pon district with six other families, which included New People, Base People, and militiamen, in a house with a tile roof. Angkar took all of my brothers and sisters to work sites, leaving my mother and me at home. I went to school and my mother was assigned to transplant rice seedlings. She did not know how, so the unit chief often reduced her food ration, accusing her of pretending not to recognize the seedlings. Later, after she bribed the chief with jewels, she was assigned to care for young children near the dining hall.

Soon after this, Angkar put me in a children's unit. I often ran away to see my mother, but was caught and beaten by the unit chief. Many of the children in the unit were indoctrinated and reported their own parents to Angkar.

In 1977 I was allowed to go to the village to collect cow dung and cut tontrean khet weeds. There, I saw my sister lying down because she was weak from diarrhea. She kept saying she wanted to eat eggs fried with some vegetable until she died. My second brother was sent back to the village; his legs had been amputated because he had yaws. Later, he died. In 1977 and 1978 the whole village was flooded. At that time, Angkar sent my five remaining brothers back home, and all of them were in critical condition, swollen from dysentery. All five died in the same month. This put my mother in the same situation as Bandacha (a girl who, in Cambodian legend, lost all of her family members). She was emotionally unstable because my brothers' corpses floated away on the water; there was no place to bury them.

One night Angkar took my mother away because of me. She had traded some things with the villagers for a chicken, which she shared with all the people in the house. I complained because I was not full yet, and then my mother pinched me until I cried. Angkar approached the house and heard me, and as a result, my mother was taken to the forest. All

people in the house blamed me for causing her death. I ran to find her, shouting "I myself cried, my mother did not make me cry," but I could not find her. I cried myself to sleep waiting for her to come back, sobbing that it was not her mistake.

When I woke up, mother had her arms around me. I was so happy it was as if I had been born again. My mother said that Angkar took her into the forest behind the village. There militiamen blindfolded her. When the militia chief arrived, he had her tied to a tree, but later returned and untied her. "You must correct yourself, stop mistreating the child of Angkar," they told my mother. I never made trouble for her after that. Even when I was so hungry I thought I would die, I did not complain because I was afraid of losing her again.

People were not allowed to talk to each other or move about freely. When bathing or working, we were tied together at the ankles and watched by young militiamen who were not as tall as their guns. They were very brutal: every day, I heard sound of guns being shot at those who escaped or resisted.

My mother and I tried hard to survive. When I hiked up the mountain to cut tontrean khet, I picked some fruits for my mother. One day, a militiaman caught me picking fruits from a jujube tree. He climbed up and beat me until I fell down. Then, he continued beating my knees until they were swollen. I could not walk after the beating. The unit chief tied me up without food for three days as an example for others. I wanted to die, but could not. After I was freed, my daily ration was cut, so my mother gave me hers. She picked and heated the leaves of a kam ploeng tree and put them on my knees. After a week, I was able to walk.

One day, a woman named Koun whispered to my mother that she wanted her oldest daughter and me to run away to avoid our families' extinction. She said that they were too old to escape, but the children could. I did not want to leave my mother because we were the only two who had survived in our family. I thought we should struggle to live or die together. But my mother worked to convince me many times, so I decided to leave. She winked at Koun to indicate that we should run away the next day. Then she sewed what was left of her jewelry into a pocket she had made in my underpants.

My mother woke me at dawn. We hugged each other and cried silently. Koun signaled us to hurry because the militiamen were bringing the prisoners out to work. After the unit chief counted the prisoners, Kour (Koun's daughter) and I got into the line. When we reached the work camp, we slipped away with the help of some older people. Because the people were chained, only a few militiamen guarded them. Kour and I managed to escape and walked on a path toward Lbeok Prey village, where Kour's aunt lived.

We lost our way in the forest for two days, picking ropeak leaves and dangkeab kdam fruit to eat, and sleeping in trees. I greatly missed my mother, but could not return because I was afraid the Khmer Rouge would kill us. On the third night we saw a bull cart who offered us a lift. The cart owner was the chief of that village and dropped us at the house of Kour's aunt. Kour lived with her aunt while I lived with a sister of the village chief. My

foster grandparents and parents loved me as their own daughter. The villagers ate together. Every time I ate, I thought of my mother who was hungry.

On liberation day in 1979, I did not know where to find my mother or whether she was still alive, so I decided to stay with my foster mother. One day, when I was playing with my foster sister, I heard a voice calling my name “Nget! Nget! Your mom is coming,” said the village chief (everybody in the village called me Nget). Excited, I turned and saw my mother. I was stunned with happiness, but also ashamed because I had lied to the villagers, telling them I was an orphan. She hugged me tightly and cried. “Let’s go to Phnom Penh to look for your father and brother,” she said with a tremble of excitement. At first I did not want to go with my mother because I was afraid of hunger and being beaten or killed by the Khmer Rouge. My step grandparents and parents did not want me to go because they all loved me. But we traveled home.

All 22 members of the family who left Phnom Penh with us were killed. The family of the aunt we stayed with at Orussey was also killed because her husband was a customs official. There was no one left in my family but my mother and me. We went to Tuol Sleng to see if it had pictures of my father and brother, but found only pictures of my father’s friends. I do not want to keep the Khmer Rouge atrocity in my mind because it is extremely painful, but I cannot forget it. It continues to haunt me every day.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and reads aloud an excerpt from a diary of a Khmer Rouge survivor.

Explore (15-45 minutes)

After reading the diary entry above, students think critically and write a diary using the information they have learned about life under the Khmer Rouge. Students should think about what their life would be like as a teenager living in Democratic Kampuchea. The students may refer to the following questions for guidance on what to write about:

1. How would you (the student) describe your experience?
2. How do you think your experience would shape your outlook on life?
3. If you wanted your story to be read by future students, what would you want them to know about you?

Students choose their own experience and ending.

Summarize (15-25 minutes)

Students share their diary entries with the class.

LESSON 3: INTERVIEW: A SURVIVOR’S STORY

Objectives:

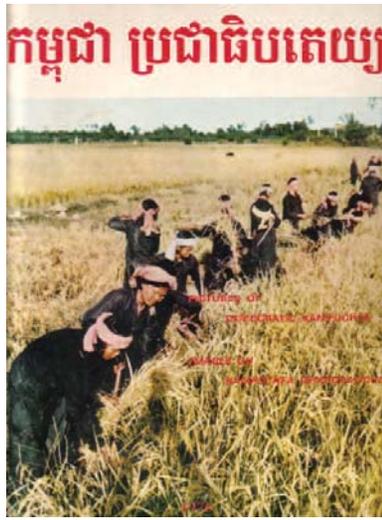
1. Students describe interviewing techniques.
2. Students formulate questions regarding their curiosity about life under the Khmer Rouge.
3. Students use their interviewing skills.

Material: Student Workbook and list of words: compassion, nuance, respect, and empathy.

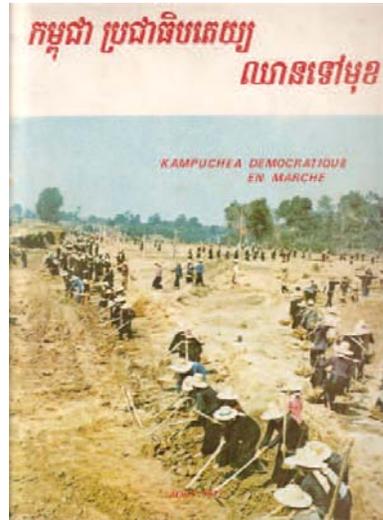


Top and Bottom image: DC-Cam student volunteers interviewing survivors of the Khmer Rouge regime in Kandal province, September 2006. Photos by Dacil Q. Keo.





Khmer Rouge magazine cover, title reads: "Democratic Kampuchea." Source: DC-Cam Archives.



Khmer Rouge magazine cover, title reads: "Democratic Kampuchea Moves Forward." Source: DC-Cam Archives.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. The teacher asks students about the importance of interviews and works with students to formulate interview questions and techniques. The teacher have students use these questions to interview someone they know who has experienced the Khmer Rouge. Interviewing questions might include:

1. How old were you when the Khmer Rouge took over the country?
2. Were you in school or were you working at the time? Where did you live?
3. What did you personally remember about the arrival of the Khmer Rouge? What did you learn from others you trust/know?
4. Were you forced to leave your home? Were you with your family?
5. What work did you do during the Khmer Rouge period? What was your role or duty?
6. What was life like under the Khmer Rouge?
7. Did you lose any members of your family?
8. What did you do at the end of the Khmer Rouge period?
9. What are you doing for a living now?
10. What do you think about the Khmer Rouge now? Do you think about it often? Why? Do you talk to young people about it? Why or why not?
11. How do you feel about the Khmer Rouge tribunal?
12. If you came face-to-face with people who you knew in the past, what would you say or do?

13. What can we do to stop this type of atrocity from happening again here or anywhere else in the world?

Interviewing techniques:

1. Explain to the interviewee what you are studying at school and the reason for the interview.
2. Tell the interviewee that you have a set of questions to ask and how long the interview will last.
3. Be a good listener.
4. Be sensitive.
5. Be polite.
6. Take notes.
7. Ask follow-up questions or paraphrase the questions if you are unable to get the answers that you are looking for.
8. Ask the interviewee if they would like to share anything else that you did not ask about in order to help you learn more about life under Khmer Rouge.
9. When concluding, thank your interviewee for their time. Tell them what you have learned as a result of the interview.

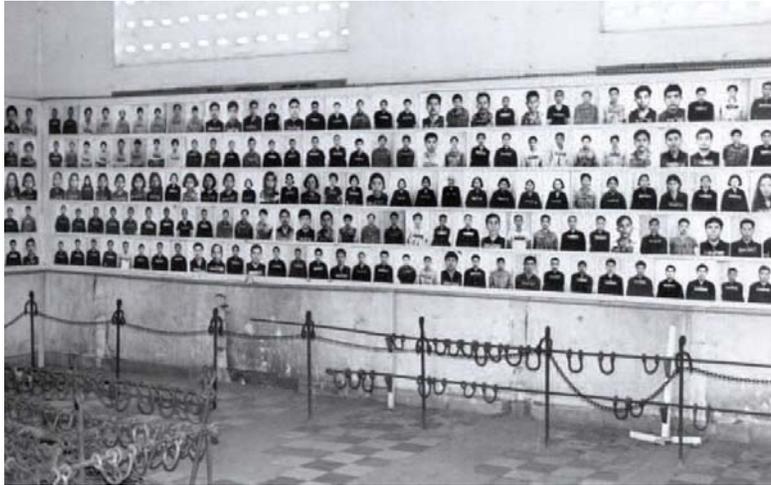
Explore (15-45 minutes)

Students practice interview questions and techniques with their partners. After practicing, they come up with other follow-up questions or make changes to the questions they already have in order to gain more knowledge about life under the Khmer Rouge.

Summarize (15-25 minutes)

Students present to the class their suggestions and additional questions to improve their interviewing experience with a survivor.

CHAPTER 8: THE SECURITY SYSTEM



Photographs of prisoners at S-21 (now the Tuol Sleng Genocide Museum), the highest level security center during Democratic Kampuchea.
Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 8

Objectives:

1. Students identify key concepts of the Khmer Rouge security system.
2. Students explain the effects of the security system on the people.
3. Students identify, define and use key vocabulary related to the Khmer Rouge security system.

Materials: Textbook and Student Workbook

Key Vocabulary:

Security Center	Labor Camps	Cham Muslim
Interrogation	Internal Enemies	Alleged Traitors
External Enemies	Detention	Propaganda
Intellectuals	Minority Groups	Highlander

Procedure and Process:

Launch (5-10 minutes)

Before beginning your lesson, the teacher introduces the objectives of the day and discusses what students know about the security system of Democratic Kampuchea. Afterwards, the teacher goes over key vocabulary in Chapter 8.

Explore (15-45 minutes)

Students actively read and take notes on important facts from chapter 8. Students write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. What is the estimated number of prisons under the Khmer Rouge regime? **Almost 200.**
2. What did the Khmer Rouge call these prisons? **Security centers.**
3. Who were thought to be the “purest revolutionaries” under the Khmer Rouge? **The poor peasants.**
4. What groups of people were included under the label of “internal enemies?” **Officials of the Khmer Republic government, minority groups, indigenous highlanders, Cham Muslims, Vietnamese, ethnic Chinese, intellectuals, and suspected traitors.**
5. Who were considered to be “external enemies?” **The US, Thailand, and some socialist countries, especially Vietnam and the Soviet Union. The Khmer Rouge often considered Cambodians who could speak a foreign language to be spies for foreign countries.**
6. How do you think torture and death have affected survivors of the Democratic Kampuchea period? **Answers may vary.**
7. How does constant surveillance and the fear of being watched affect individuals in a society? **Answers may vary**
8. How did people manage to escape and survive the DK period? **Answers may vary**

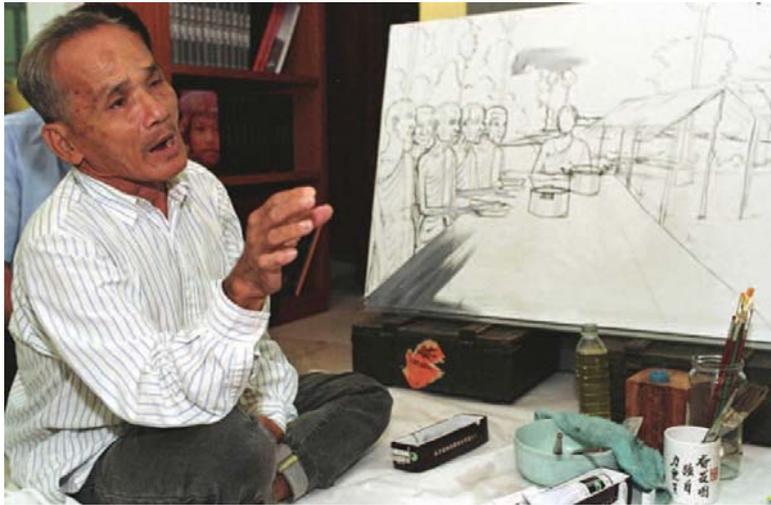
9. If you lived during the DK period, how do you think you would be different today? Answers may vary

LESSON 2: GUEST SPEAKER

Objectives:

1. Students describe the Khmer Rouge security system.
2. Students explain what life was like under this system from one of the survivors.
3. Students empathize with people who lived during the Khmer Rouge period.

Material: Student Workbook [Also recommended: book entitled *Victims and Perpetrators*]



Bou Meng, a survivor of S-21. Bou Meng was kept alive at S-21 because of his painting skills; his wife who was also brought to the prison was killed however. Location of Bou Meng's drawing: DC-Cam. Photo by Heng Smith. *Source: DC-Cam Archives.*

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and informs the students that they will be given the opportunity to learn from the personal experiences of a Khmer Rouge survivor. The teacher instructs students that they should listen very carefully and be respectful to the speaker and their experiences.

Explore (15-45 minutes)

Students listen carefully and ask the guest speaker questions. Students write down important details of the speaker's story. They need to answer questions such as: What was the Khmer Rouge leadership afraid of? Why did they have a security system? What was a person's experience inside the prison system like?

Summarize (15-25 minutes)

Students share what they have learned from the guest speaker.

CHAPTER 9: OFFICE S-21 (TUOL SLENG PRISON)



Left: Tuol Sleng prison (S-21) during Democratic Kampuchea. Source: DC-Cam Archives.
Right: Tuol Sleng Genocide Museum, 2006. Photo by Dacil Q. Keo.

LESSON 1: ACTIVELY READING CHAPTER 9

Objectives:

1. Students identify and define key vocabulary related to Tuol Sleng.
2. Students explain important information about the Tuol Sleng Prison.
3. Students explain important information about life in the Tuol Sleng Prison
4. Students explain how coercion can affect the range of moral and ethical choices people in societies face.

Materials: Textbook, Student Workbook, Documentary Films, and Photos about Tuol Sleng.

Key Vocabulary:

S-21 (Tuol Sleng Prison)	Confession	Choeung Ek
Extermination	Incarceration	Torture
Documentation Unit	Regulations	Duch
Treason	Shackles	

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses what students

know about the S-21 (Tuol Sleng). Afterwards, the teacher goes over key vocabulary in Chapter 9.

Explore (15-45 minutes)

Students actively read and take notes on important facts from the chapter. Students write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. How many prisoners were held at S-21/Tuol Sleng? **About 14,000**
2. What type of prisoners was held in S-21? **Almost all of its prisoners were Khmer Rouge cadres and soldiers accused of betraying the revolution.**
3. How many S-21 prisoners survived after DK fell? **About 12 (or more).**
4. Why did they survive? **They were spared as a result of their skills that were useful to S-21. For example, they were painters, watch repairers, and sculptors.**
5. How were women prisoners treated? **Some female prisoners were raped by the interrogators.**
6. What was the size of the small cells on the ground floor of S-21 that were used for single prisoners? **0.8 x 2 meters each.**
7. What was the predominant non-Cambodian nationality of prisoners held at S-21? **Vietnamese.**
8. Who was the head of S-21? **Duch, whose original name was Kaing Guek Eav.**
9. Within the S-21 interrogation unit, there were 3 sub-units. What were the sub-units called and what were their roles? **The “hot sub-unit” was allowed to use torture; the “cold sub-unit” or the “gentle unit” was prohibited from using torture to obtain confessions; the “chewing unit” dealt with important cases.**
10. What was Son Sen’s role during Democratic Kampuchea? **He was Third Deputy Prime Minister in charge of national defense and was directly responsible for S-21.**
11. When burial spaces ran out, where were prisoners transported for mass execution? **Choeung Ek, 13 kilometers southwest of Phnom Penh.**

LESSON 2: BEHIND THE WALLS OF S-21 FILM

DVD/VCR is required for film showing. This activity is optional.

Objectives:

1. Students will visualize the arrival of the Khmer Rouge, the changes they forced on the population and their actual behavior.
2. Students will compare the experiences of victims and cadres under the Khmer Rouge.
3. Students will think critically as they reflect on the film/poster.

Material: *Behind the Walls of S-21* Film/Poster and Student Workbook



Top: Inside the walls of the Tuol Sleng prison; the prison is now the Tuol Sleng Genocide Museum. Bottom: coffins of prisoners found dead at the prison on January 7, 1979 in the courtyard of the Tuol Sleng Genocide Museum. Photos by Dacil Q. Keo.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and gives an overview of the film/poster. The teacher shows excerpts of the film.

Explore (15-45 minutes)

Students write a personal reflection in the Student Workbook about the film/poster.

Summarize (15-25 minutes)

Teacher discusses the content of the film/poster and how the it changed or supported the views or knowledge that students have on the Khmer Rouge.

CHAPTER 10: FOREIGN RELATIONS



Khmer Rouge soldiers with Chinese advisors during Democratic Kampuchea. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING CHAPTER 10

Objectives:

1. Students describe what went wrong and what we need to do now to make up for what we have lost.
2. Students compare and contrast life today versus life under the Khmer Rouge.
3. Students explain the importance of democracy.
4. Students identify and define key vocabulary.

Materials: Textbook and Student Workbook

Key Vocabulary:

Embassy	Influence	Foreign Trade
Import	Foreign Relations	Export
Negotiations	Human Rights	Democracy
Minority Rights		

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses the differences between life today and life under the Khmer Rouge. Afterwards, the teacher goes over the key vocabulary in Chapter 10 and discusses how the Khmer Rouge period impacted life today. The teacher asks students the following questions: How can we make up for what we have lost? What does democracy mean to you? Why is democracy important?

Explore (15-45 minutes)

Students actively read and take notes on important facts from the chapter. Students write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. With which countries did Democratic Kampuchea have diplomatic relations? Name all 9: **China, North Korea, Vietnam, Laos, Cuba, Romania, Yugoslavia, Albania, and Egypt.**
2. Which countries were especially friendly with Democratic Kampuchea? **China, North Korea, and Laos.**
3. What was the CPK's general policy with regards to those who had relations with Vietnam or the Vietnamese? **They were generally purged (except Son Sen and Ieng Sary).**
4. What was the name of the island that Vietnam and Democratic Kampuchea seriously fought over during the DK regime? **Tral Island or "Phu Quoc" in Vietnamese.**
5. Who supported Democratic Kampuchea against the Vietnamese? Who supported the Vietnamese against Democratic Kampuchea? **China supported Democratic Kampuchea; The Soviet Union supported Vietnam.**
6. What were the main exports of Democratic Kampuchea? Name 3. **Rice, rubber, timber, and exotic animal parts (skins, tusks, and shells).**
7. What were the main imports of Democratic Kampuchea? Name 3. **Weapons, tanks, artillery, farm machinery, chemical products and cloth.**

8. When DK requested Chinese troops to help fight against Vietnam, what was China's response?
China rejected the request and suggested a cease-fire and negotiations. DK declined this.
9. When did Ieng Sary defect to the Royal Government of Cambodia? 1996.

LESSON 2: FOREIGN RELATIONS BROCHURE



Khmer Rouge cadres with Chinese advisors during Democratic Kampuchea. Source: DC-Cam Archives.

Objectives:

1. Students explain the importance of having constructive foreign relations.
2. Students describe the roles of relations with China, Vietnam and United States during Democratic Kampuchea.
3. Students create a brochure to list and suggest ways to build and strengthen foreign relations.

Materials: Textbook, Student Workbook and blank tri-folds.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses the countries with which Cambodia has had foreign relations before, during and after Democratic Kampuchea.

Explore (15-45 minutes)

Students will brainstorm ideas and write a How-to-Improve Foreign Relations in the form of a brochure. When the students are brainstorming the teacher can pose questions like:

1. What is the purpose of having a good relationship with other countries?
2. How could Cambodia foster a peaceful relationship with other countries?
3. How would Cambodia gain from its relations with its neighbors?
4. What important interests or values should Cambodia consider when dealing with other countries? (e.g. economy, cultural exchange, peace, historical ties)
5. If genocide, war crimes, or crimes against humanity were being perpetrated in a neighboring country, how would this affect Cambodia?

Students need to fold a blank piece of paper into three (tri-fold). Using the information learned, students must express the importance/benefits of building constructive foreign relations and explain how to improve or sustain these relationships.

Summarize (15-25 minutes)

Students share their brochures with the class.



Ieng Thirith with a foreign delegation during Democratic Kampuchea. Source: DC-Cam Archives.

CHAPTER 11: THE FALL OF DEMOCRATIC KAMPUCHEA



Villagers gather to discuss the Renakse petitions cataloging the crimes of Pol Pot, 1982. Source: DC-Cam Archives and Vietnamese New Agency.

LESSON 1: ACTIVELY READING CHAPTER 11

Objectives:

1. Students explain the magnitude of the effects of Khmer Rouge crimes on the lives and spirits of their victims.
2. Students recognize the courage and strength of the victims of Khmer Rouge.
3. Students identify and define key vocabulary related to the survival of Khmer Rouge atrocities.

Materials: Textbook and Student Workbook

Key Vocabulary and Names

Weakened Populace	Demise	FUNCINPEC
Assault	Withdrawal	Demobilize
Malnutrition	Starvation	Repatriation
United Front for the National Salvation of Kampuchea		Mob justice

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses what students know about the fall of Democratic Kampuchea. Afterwards, the teacher goes over key vocabulary and names in Chapter 11. The teacher asks students the following questions: What was the magnitude of aftermath? What did survivors do to begin life again? How were courage and strength were involved?

Explore (15-45 minutes)

Students actively read and take notes on important facts from the Chapter 11 and write in their Student Workbook to reflect on their learning.

Summarize (15-25 minutes)

Teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS AND ANSWERS

1. What are the three reasons why Democratic Kampuchea fell? 1) A weakened population, 2) purges, and 3) clashes with Vietnam.
2. When production quotas were not met, how did Khmer Rouge cadres deal with the shortfall? They falsified production reports and sent as much rice as possible to the party center, forcing people to go hungry.
3. In 1977, what zone experienced punishment from Pol Pot? **The East Zone.**
4. In the middle of 1977, what military action did the Khmer Rouge take against Vietnam? **They shelled Chaudoc, Hatien and other Vietnamese provinces.**
5. In December 1977, Vietnam launched a major attack on Democratic Kampuchea and captured which territory? **The Parrot's Beak area in Svay Rieng province.**
6. On December 3, 1978, Radio Hanoi announced the establishment of what organization? **The United Front for the National Salvation of Kampuchea.**
7. Who led this organization? **Comrade Heng Samrin who had fled to Vietnam in late 1978.**
8. What date did Vietnam capture Phnom Penh? **January 7, 1979.**

9. What was the name of the new regime that Vietnam established in Phnom Penh? The People's Republic of Kampuchea (PRK).
10. What was the name of the first noncommunist resistance group that opposed the PRK? The Khmer People's National Liberation Front (KPNLF).
11. The Coalition Government of Democratic Kampuchea (CGDK) was comprised of what political groups? The National United Front for an Independent, Neutral, Peaceful, and Cooperative Cambodia (FUNCINPEC) and the Khmer People's National Liberation Front (KPNLF) and the Khmer Rouge. The Khmer Rouge were a crucial part of this government.
12. When was the peace agreement signed in Paris between all Cambodian parties? October 23, 1991.
13. Who boycotted the UN-organized election and refused to demobilize their forces? The Khmer Rouge.
14. What senior leaders from the Khmer Rouge defected in 1998? Name 3. Ke Pauk, Nuon Chea, and Khieu Samphan. What is the problem with defections? Answers will vary.
15. When was Ta Mok captured? March 1999.

LESSON 2: VISUAL IMAGES OF THE DAY OF LIBERATION

Objectives:

1. Students empathize with the general population and understand how the Khmer Rouge denied people basic human rights.
2. Students explain the importance of learning from history and remembering the horrors that human beings can inflict on one another.
3. Students examine images of the Day of Liberation and write a report about those images.

Materials: Paper, markers, crayons, magazines, glue, scissors, images and Student Workbook

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and tells students to look through photos and other images showing the Day of Liberation in the Student Workbook.

Explore (15-45 minutes)

Students describe and write a news report on the scene of January 7, 1979 based on their readings and prior knowledge. Students interview parents about their experience and ask about revenge and mob justice.

Summarize (5-25 minutes)

Students present the images and news reports to the class. The teacher uses the news reports to evaluate their learning.



Cambodians rejoicing, signs read (from left to right): "Hooray, Cambodia has been completely liberated" and "Hooray, the People's Advisory Council, Revolutionary Kampuchea." January 17, 1979. Source: DC-Cam Archives and Vietnamese News Agency. Bottom image and next page: Cambodians make the long journey back to their home villages after the fall of the Khmer Rouge regime on January 7, 1979. Source: DC-Cam Archives.





LESSON 3: IMPROVING THE DIET/NUTRITION OF SURVIVORS

Objectives:

1. Students describe the basic food group chart.
2. Students explain how the lack of food caused malnutrition and disease.
3. Students describe the basic nutrition needed for healthy living.

Materials: Student Workbook, Nutrition Chart or Guide and photos

OVERCOME MALNUTRITION WITH A BALANCED DIET

Malnutrition is the most important risk factor for illness and death of every age, although infants and young children may suffer the most because many nutrients are critical for growth and development. The World Health Organization defines malnutrition as the imbalance between nutrients and energy and the body's demand for them to ensure maintenance, growth and development. Malnutrition contributes to more than half of deaths in children worldwide. People who live in war zones, in natural disaster or in poverty-stricken areas have the greatest risk for malnutrition because of the irregularity of food production and distribution.

Depending on the severity of nutritional deficiencies, malnutrition may harm both the body and the mind. The following are signs and symptoms of malnutrition:

- underweight
- dizziness
- trouble paying attention
- muscle weakness
- hair loss
- decaying teeth
- problems with organ function
- fatigue and low energy
- dry, scaly skin
- poor immune function
- bloated stomach
- swollen and bleeding gums
- fragile bones that break easily
- growth stunt

Malnutrition can be treated by having adequate food intake and a balanced diet (refer to the Healthy Diet Chart). A balanced diet means getting the right types and amounts of foods and drinks to supply nutrition and energy for maintaining body functions and for supporting normal growth and development.

REVIEW THE FOLLOWING EXAMPLES:

Breakfast

This meal includes beef noodle soup with bean sprout and herbs. There are 3 different food groups included in this meal:

- noodles = 2 servings grain group
- beef = 1 serving meat group
- bean sprout = 1 serving vegetable group
- herbs = ½ serving vegetable group

Lunch

This meal includes a chicken and ginger stir fry, rice, banana and a glass of orange juice. There are 5 different food groups included in this meal:

- rice = 2 servings grain group
- chicken = 1 serving poultry group
- ginger = 1 serving vegetable group
- vegetable oil = 1/2 serving oil group
- orange juice = 2 servings fruit group
- banana = 1 serving fruit group

THE HEALTHY DIET CHART

DAILY

GRAINS

Rice, noodles, bread

FRUITS

Banana, mango,
papaya

VEGETABLES

morning glory,
cucumber, cabbage

LEGUMES

beans, nuts, tofu

VEGETABLE OIL

corn, olive, peanut

FISH & SHELLFISH

fish, shrimp, crab

DAIRY

Milk, ice cream,
cheese

WEEKLY

EGGS & POULTRY

eggs, chicken, duck

SWEETS

soda, cookies, cakes

MONTHLY

MEAT

beef, pork

TO USE THE HEALTHY DIET CHART AS A GUIDE, CONSIDER THE FOLLOWING SERVINGS FROM EACH OF THE FOOD GROUPS BASED ON AGE, SEX, BODY SIZE AND ACTIVITY LEVEL.

	Ages: 4-5 yrs	Ages: 6-12 yrs	Ages: 13 yrs +
Rice, Noodles, Bread	6 servings	9 servings	11 servings
Fruits	2 servings	3 servings	4 servings
Vegetables	3 servings	4 servings	5 servings
Milk, Ice cream, Cheese	2-3 servings	2-3 servings	2-3 servings
Fish, Meats	5 ounces	6 ounces	7 ounces



Sweet and sour soup with roasted chicken, vegetables, sauce, and rice. Photo by Dacil Q. Keo.

Common snacks and tropical fruits in Cambodia. Photos by Dacil Q. Keo.



Dinner

This meal includes seafood and vegetable sour soup, rice, dessert and coffee. There are 5 different food groups included in this meal:

- rice = 2 servings grain group
- shrimp/fish = 2 servings fish/shellfish group
- tomato, melon, lotus roots, pineapple = 2 servings vegetable group
- herbs = 1/2 serving vegetable group
- dessert = 1 serving sweets group
- iced coffee = 1/2 serving milk group

In pairs, have students work together to create a healthy menu for one day that meets the guidelines in the diet chart. They can include foods they eat as well as some foods they think would be healthy or tasty. Allow groups time to share their menu with the class.

Extended Activities

1. Ask students to discuss their favorite foods. In which categories do these foods belong? Are they healthy?
2. Ask students to list the foods they typically eat during one day: breakfast, lunch, snack, and dinner. Show how to list each meal. Give students some time in class to list the foods they have already eaten.
3. Ask students to compare the foods they ate with those in the Healthy Diet Chart. How many servings did they eat from the dairy group? How many servings are recommended? How much grain group did they eat? Does that meet the recommended amount? Students may use the Healthy Diet Chart to compare what they've eaten with the recommended intake.

Have students work in pairs to discuss what they ate and how it compares with the Healthy Diet Chart. Ask students to volunteer to explain what they've learned. How well did they meet the requirements of the diet chart? How much food did they eat from the group at the bottom of the chart? What can they do to make sure they eat a well-balanced diet?

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses how the population suffered greatly from starvation and malnutrition during the Khmer Rouge period. Afterwards, the teacher goes over the importance of nutrition and the effects of malnutrition. (Refer to the health and nutrition websites and organizations listed at the end of this book as resources). The teacher also discusses the diseases caused by malnutrition and asks students following questions: Why is a "balanced" diet important? What are the elements of a good diet? How can a poor diet affect a society's health and well-being?

Explore (15-45 minutes)

(Note: Because diet is not uniform throughout Cambodia, the teacher must be sensitive to the possibility that students may not have many options for a "balanced diet." Because this could be a sensitive topic, the teacher may skip this activity in light of local sensitivities or concerns that might arise).

Students interview parents and write an essay on how to improve the diet/nutrition of survivors to improve their health after the Khmer Rouge period.

Summarize (15-25 minutes)

Students share their healthy diet recommendations to the class. Teacher will evaluate student learning at this time.



People cooking in the National Olympic Stadium after the fall of the Khmer Rouge regime on January 7, 1979. Source: DC-Cam Archives.

LESSON 4: A COMPARATIVE MASS ATROCITY STUDY – JIGSAW EXERCISE

Objectives:

1. Students study in-depth about the experiences of people under the Democratic Kampuchea regime.
2. Students explain to others about the experiences of people under the Democratic Kampuchea regime.
3. Students compare and contrast the Democratic Kampuchea period with other mass atrocities committed in history.
4. Students analyze and evaluate the history and victims of the Khmer Rouge period with other countries' experiences with mass atrocities.

Materials: Jigsaw, textbook, notes, articles, books, and other resources pertinent to the topic

Topic 1: Cambodia: Khmer Rouge

Historical Context: Students refer to their notes, textbook, and prior learning

Victim testimonies: Students refer to the Victim testimonies in Chapter 1, Lesson 1; Chapter 5, Lesson 2 and Chapter 7, Lesson 2 of their Workbook. They may also refer to the Textbook and any other additional materials.

TOPIC 2: GERMANY

Historical Context: Mid 20th Century - 1945

To many German people, Germany's defeat in the First World War was a humiliation and a national disgrace. The defeat led to a substantial loss of power and a prolonged period of shame and economic reparations to other European countries. The defeat did allow for the creation of a democratic government; however, massive unemployment, hyperinflation, and economic instability led to an increasing demand for a new direction and a new definition of the Germany nation. Germany's defeat in World War I, combined with an economic depression, provoked the German people into a search for a new ideology that would unify and give hope to the German people. Left and right-wing groups struggled for control of the German people's loyalty. After several years of struggle the Nazis, under Adolf Hitler, managed to gain a substantial share of the electorate and ultimately assumed power in Germany. In their effort to unify the German people behind their party, the Nazi leaders adopted radical racial and pseudo-scientific theories. These theories were used to unify the people under an ideology that called for racial purity, national pride, and the defeat of Germany's foreign and internal enemies.

Under the banner of racial purity, national unity, and reestablishing Germany's honor, the Nazis launched a variety of programs to divide and reorganize German society. The Nazis rallied a majority of the German people behind their cause by demonizing certain groups of people who they labeled as the source of Germany's problems. Jews, Gypsies, homosexuals, the disabled, and Slavic peoples, among many others were targeted. The attack on these groups was only the first step in the Nazis' plan to purify the "German nation."

Germans were encouraged to focus their hatred particularly towards the Jews who were increasingly dehumanized and segregated from society. Jews were required by law to wear a "star" on their outer clothing in order to distinguish them from other peoples. Their businesses were boycotted and eventually seized. They were forced to move to isolated "ghettos" where they could be easily controlled. They were portrayed as evil vermin.

With the start of World War II and Germany's occupation of European and Soviet territories, the Nazi plan to purify the German nation extended to these occupied territories. Special security units were sent to the occupied territories for the purpose of organizing the mass killings of Jews.

Ultimately, on January 20, 1942, a number of Nazi party and German government leaders gathered to discuss a "final solution" to the "Jewish question." The "Final Solution" was the Nazi code name for the deliberate, planned mass murder of all European Jews. SS Lieutenant General Reinhard Heydrich proposed that 11 million European Jews from more than 20 countries would be killed in this plan. The Final Solution was the German state's policy with regards to the planned mass extinction of an entire race of people by the use of state-run concentration camps. Trainloads of Jewish men, women, and children were transported from countries all over Europe to Auschwitz, Treblinka, and four other major killing centers in German-occupied Poland. By 1945, the Germans and their collaborators killed or caused the deaths of up to 6 million Jews. Hundreds of Jewish communities in Europe, some centuries old, disappeared forever.

Victim excerpt:

[Jews and other populations targeted by the Nazis were placed in ghettos in order to facilitate their management and eventual transfer to concentration camps or forced labor locations. Very often, those unable to work, either due to age, sickness, or handicap were killed. To many, labor was a chance to show one's value to his or her captors. Often, it was the only reason some were allowed to survive. Here, a victim describes an experience at a textile mill where she was forced to work.]

G. was born to a Jewish middle-class family in B—, Poland, a town noted for its textile industry. She began her education in Polish public school, but later entered a Catholic girls school. A rabbi was permitted to come into the school and instruct the Jewish students in religious studies.

After being moved to Bielsko's ghetto, I was deported in 1942 to work in a textile mill in Bolkenhain, Silesia. Despite the hunger and backbreaking labor, there was caring among the inmates. A German supervisor, Mrs. K., even saved my life. I'd fallen ill and gone to the camp hospital. Mrs. K. knew that an SS man was inspecting and that the sick would be gassed. She dragged me back to the factory, started my loom and set me in front of it. I was delirious from fever, but I passed the inspection.

Victim excerpt:

[Jews, Gypsies, Slavic peoples, and any many other groups targeted by the Nazis were

rounded up and placed in concentration camps for slave labor and extermination. The concentration camp described in this excerpt was named Majdanek.]

We got to Majdanek was in, in July, I think in August, 1943. We were standing in a ditch and digging, and my father was standing next to me. A Pole passes by, grabs a stone and throws it onto my father. And he was a prisoner too, you know. The stone hit his leg. I don't know what happened, if he broke a bone or something happened. He couldn't walk. In the night when we went home to the barracks, he couldn't walk. He had to hold me here, like this, and, and somehow we dragged him, me and that friend, we dragged him in the barrack. He was laying down. And his foot swelled up like this. All of a sudden it swelled up. So one guy said we should go and call a medic or a doctor or somebody. Over there, they used to call a 'Sanitaer.' Well, I didn't realize what's going to happen if somebody gets sick. I didn't realize it. I thought, well, when a man he got sick, something like this, that medic came. He wore a red cross. He came. He took my father. He says to him, "You know what, you have to go on to the hospital." And he took him away. And he says tomorrow he's going to bring him back. I never saw my father anymore. And he, this is for no reason at all. Pick up a stone and throw on somebody. And he was...he was just standing there. The stone could have hit me, but it hit him.

Victim excerpt:

[Jews, Gypsies, Slavic peoples, and any many other groups targeted by the Nazis were rounded up and placed in concentration camps for slave labor and extermination. Here a victim describes arrival, selection, and separation from his family at one such concentration camp: Auschwitz.]

It was late at night that we arrived at Auschwitz. When we came in, the minute the gates opened up, we heard screams, barking of dogs, blows from...from guards, those officials working for them, over the head. And then we got out of the train. And everything went so fast: left, right, right, left. Men separated from women. Children torn from the arms of mothers. The elderly chased like cattle. The sick, the disabled were handled like packs of garbage. They were thrown in a side together with broken suitcases, with boxes. My mother ran over to me and grabbed me by the shoulders, and she told me "L.—, I'm not going to see you no more. Take care of your brother."

Victim excerpt:

[Jews were removed from their residences in many cities and forced to stay in enclosed ghettos to isolate them from the rest of society and to facilitate their management. Here a victim describes foraging for food in order to survive in the forests after escaping from the Horochow ghetto.]

How I lived in the forest, or in the forests, plural. I don't know, but it's an amazing thing, when one is hungry and completely, uh, demoralized, you become inventive. I never...when I even say it I don't believe it. I ate worms. I ate bugs. I ate anything that I could put in my mouth. And I don't know, sometimes I would get very ill. There were some wild mushrooms, I'm sure they were poison, I don't know, poisonous ones. I was ill. My stomach was a mess, but I still put it in my mouth because I needed to have something to chew. I drank water from puddles. Snow. Anything that I could get a hold of. Sometimes I would

sneak into potato cellars that the farmers have around their villages, and that was a, a good hiding place because it was a little warmer in the winter. But there were rodents there and all. And, uh, to say that I ate raw rats, yes, I did. Apparently I wanted to live very, very badly, because I did undecidable things. I ate things that no one would dream of being able to. Somehow I survived. I don't know why. I keep asking myself. But I did.

TOPIC 3: IRAQ

Religion: Muslim: 97%, Christian or other 3%

Ethnic Divisions: Arab: 75-80%, Kurdish: 15-20%, Turkoman, Assyrian or other: 5%

Historical Context: 1980s

During the 1980s, Iran and Iraq were at war. During this war, the Kurdish population of the north asserted greater control over their territory, and developed closer ties with the neighboring country of Iran (which was at war with Iraq). The Iraqi government led by Saddam Hussein felt threatened by the Kurdish region's increasing autonomy, and decided to repress the region. The Iraqi government declared that all Kurds living in certain "prohibited zones" would be executed. The campaign became known as the "Anfal" campaign and it represented the government's solution to what it saw as its "Kurdish problem."

The Iraqi military shelled, bombed, and used chemical weapons against thousands of villages. Between February and September 1988, while estimates vary, between 50,000 and as many as 180,000 people were killed in the anti-Kurd campaign. "Anfal," meaning "the Spoils" in Arabic, was an eight-stage military campaign against Iraqi Kurdish populations. Many of them were killed by poisonous gas. Although nominally a conflict between Iraqi military forces and Kurdish militia, the Anfal involved mass executions and disappearances of tens of thousands of ordinary Kurdish citizens in a campaign that destroyed an estimated 2,000 villages. Hundreds of thousands of villagers were displaced.

Witness [NAME REDACTED]

Birth: 1954 **Profession:** Peasant

Place of Residence: Kurimi Vilklage Mangish Sub District- Duhuk Governorate

After being sworn, he stated the following:

I am a resident of (Kurimi) Village. On the night of 1988 August 25-26; we heard that the Iraqi forces were going to attack us. Therefore we had ran away and reached the road leading out of the area. However, we could not cross it. The people had come back and hidden in the farms and craves that we were living in. In 5 o'clock morning of 1988 August 28; we were attacked and surrounded by the army from all the directions. We surrendered to them and they took us to our village. They divided the men from the women and children and then they took the women and children. Many of us remained, the officer asked us to get in one row, and they took us south of the village where I saw 16 soldiers, the two officers ordered us to sit down and another one was ordered to shoot

us. The soldiers shot us and we all fell down. After that, the officer gave the order to shoot one bullet into each one of us; and he wounded me in my forehead. I will show it to the court (And the court noticed a clear mark of that on it). When the soldiers had gone, I tried to get up and I saw my father, brothers [NAME REDACTED] and (18) of my relatives, and they were all dead. I saw my cousin ([NAME REDACTED]) wounded in his legs and I put him in a big hole, also I saw [NAME REDACTED] coming out of the dead bodies. I submit to the court a names roster of the people who were killed in the execution operation, and I saw my uncle named ([NAME REDACTED]) whose leg was broken. After that I went with the named ([NAME REDACTED]) to hide in the caves, ([NAME REDACTED]) reached there too. We stayed there until 1988 September 07 without food or water, then we went to a village where there was the ...national defense regiments who told us that there is an amnesty; so we went to them and they took us to the headquarters of the Ba'th Party in the area. Then they moved us to the brigade headquarters where they beat and humiliated us before moving us to another camp. I saw thousands of men and women in the castle. They moved us again to a desert area where I saw that children had died. I participated in their burial. Cars were coming and taking the Christians and Yezidis to unknown destination. We did not know their fate until now.

Witness [NAME REDACTED]
Profession: Laborer



A market scene captured by Youk Chhang during his visit to Iraq. The U.S. Department of State sent Mr. Chhang to Iraq under the supervision of the Coalition Provisional Authority (CPA) in November 2003 to work with civil society groups on gathering and documenting evidence to be used for Saddam Hussein's trial. Presently, Mr. Chhang continues to work with Iraqi civil society groups on oral history and memory projects. Source: DC-Cam Archives.

The witness stated the following after he took on oath:

He stated that he surrendered after he was informed by one of the local militia men, about the amnesty. He was taken to the Northern Kurdish Affairs Organization. He was mistreated. After we were detained, we were transferred by vehicles. We were informed that we were being taken to Baghdad. After the vehicles started moving, they stopped and detainees were taken out of the vehicles. I was the seventh detainee, who was taken out of the vehicle. They took us far away from the vehicle. We were ordered to sit down. When I sat down, I saw a hole.

When I sat down, I was hit on the back of my head. I fell down inside the hole. I saw one of the guys inside the hole and I lost my consciousness. When I regained my consciousness, I saw that the lower half of my body was buried under the sand, I saw that the soldiers had left in order to bring more sand. I tried to leave the hole, benefiting from the dark and dust, and the fact that the guards were busy with bringing more detainees. I left the hole. I believe that they were not shooting the detainees. Rather, they were putting them inside the holes and they were buried alive.

Witness [NAME REDACTED]
Profession: An Educational supervisor in the Ministry of Education

The witness stated the following after he took on oath:

I am a resident of the G.T. village. On 03 May 1988, I noticed the movements of the army, which raised my suspicions at that time. We felt that our lives in danger. In that day, I saw the aircrafts, which I cannot remember its number. They bombarded other villages. Our village was bombarded and the smoke was rising from it. The noise generated from the bombing was minor. The wind was still. I was standing opposite to the wind direction. I yelled and called the village inhabitants. I realized that the village was bombarded with chemical weapons because I served in the army, in the chemical classification unit. I was trained on the chemical weapons. At that time, I lost 25 of my family members; I remember my mother [NAME REDACTED], my wife [NAME REDACTED] and my kids [NAME REDACTED]. Only my daughter [NAME REDACTED] survived... I also lost my two brothers [NAME REDACTED] and [NAME REDACTED], their wives and all their kids, who killed in this incident. All of them resided in Gup Tapa village. After ten minutes from the bombarding, we went toward the village. I was accompanied by my brother in law and my friends. We were four people. I asked them to use their Kurdish textile belts as masks after soaked them in water. I covered my mouth, nose and my eyes with a cloth in order to protect them. In the middle of road, I met one girl, who told me "no one left for you", which means in Arabic "All your family members died".

The village was bombarded from three sites, which form a geometrical shape of a triangle because the majority of houses are located there. The village was bombarded in Ramadan at the sunset time, because all people fast and they gather to eat food. In addition, the village was bombarded in the night time because people cannot be rescued

easily and the army intended to cause many casualties. My family tried to reach the stream to use the water. I heard the moaning of a little kid. I had a portable electrical lamp with me. I was checking casualties, where I saw more than seventy persons of my family lied down on the ground within an area of 500 square meters. I could not count the number of casualties accurately. All of them were my family members. They were infected by chemical weapons. I saw a woman, who was laid down in the stream on her chest. I heard the moaning of her baby, who was laid down close to her. She was trying to protect her baby. I carried the baby and took him inside the house. I took his clothes off, washed him and covered him with a blanket, and then I left the house.

I saw a woman laid down on her chest in the stream. When I turn her body around, I figured out that she was my mother. After I saw the rest of my family members, I left the village. After five days, I was starving and I did not know where to go. I was accompanied with five persons. I tried to return to the village but I realized that the army is gathering in the village. They were detaining the inhabitants and burning their villages. We walked away from the army and hid behind the big rocks. I saw the so called [NAME REDACTED], who is from Jalmur Village ... he was in a hurry. We asked him what he saw, he answered that a lot of military troops are combing the villages and arresting the inhabitants. He warned us that the army will come here; therefore, we have to run and save ourselves from them. I asked him about my father, he told me that all inhabitants were arrested.

TOPIC 4: THE FORMER YUGOSLAVIA

Religion: Eastern Orthodox: 50%, Roman Catholic: 30%, Muslim: 9%, Protestant: 1%, Other: 10%

Ethnic Divisions: Serb: 36.3%, Croat: 19.7%, Muslim: 8.9%, Slovene: 7.8%, Albanian: 7.7%, Macedonian: 5.9%, Yugoslave: 5.4%, Montenegrin: 2.5%, Hungarian: 1.9%, Other: 3.9% (1981 census)

Historical Context: 1990s

The breakup of Yugoslavia led to a series of separate conflicts. One crucial conflict occurred in Bosnia and Herzegovina.

Bosnia and Herzegovina declared sovereignty from Yugoslavia in October 1991. In March 1992, a poll, boycotted by ethnic Serbs resulted in a declaration of independence. The Bosnian Serbs, with support from Serbia and Montenegro, began an armed resistance aimed at dividing the republic along ethnic lines, with Serb-held areas constituting a “Greater Serbia.” The Serbian Democratic Party (SDS) created the Autonomous Region of Krajina (“ARK”). The geographical area comprising the ARK became part of a proclaimed Serbian Republic. The SDS leaders viewed the Bosnian Muslim and Bosnian Croat populations that lived in the areas being claimed as part of the Serbian Republic as a major obstacle to the creation of their proclaimed state. This led to a policy of permanent removal, or ethnic cleansing, of nearly all Bosnian Muslims and Bosnian Croats. The leadership of Bosnian Serb nationalists portrayed the Bosnian Muslims and

Bosnian Croats as fanatics intending to commit genocide on the Serbian people of Bosnia and Herzegovina. Extensive atrocities and violence on civilians occurred. This resulted in the United Nations’ decision to secure the protection of civilians. One safe haven designated by the UN was Srebrenica. In July 1995, the Bosnian Serb army seized the town and surrounding region. Over the next five days, the Serb soldiers systematically murdered 7,000 men and boys in fields, schools, and warehouses.

Victim excerpt:

Witness 50 was a Muslim teenage girl from a village in the F. municipality of southeastern Bosnia and Herzegovina when war broke out in April 1992.

At the beginning of May 1992, Witness 50 and her family began living in the woods because they were afraid that they would be burned in their homes, which she said had happened in the surrounding villages. On 3 July 1992, Witness 50’s village was attacked, and a couple of days later four uniformed soldiers, including one of her neighbors, captured them.

During Witness 50’s captivity, she saw Serb soldiers taking girls from their group by pointing at them: “You, you or you.” She said they would take them out when they wanted to: every night some girl would end up somewhere with some soldier. Witness 50 said that when the girls came back they would all be crying, while some would be bleeding from the nose, screaming, or tearing out their hair.

Victim excerpt:

Dr. M. was a 33-year old Bosniak doctor from the city of P. in northwestern Bosnia and Herzegovina when the war began in April 1992. Before the war, Dr. M. said that he did not notice any problems between the various ethnicities living in the city of P. “I had many friends amongst the Serbs,” said Dr. M. “I think I had more Serb friends than any other ethnicities.”

On 24 May 1992 at around noon, Serb forces attacked the town of K. without giving women, children and elderly an opportunity to leave beforehand. At the time, Dr. M. was working in the town’s medical clinic. In the two days that the attack lasted, he treated a number of civilians injured by the shelling. Among them were two children: “There was a little girl there,” he said, “whose lower legs, both of them were completely shattered. She was dying.” Dr. M. tried to have the two children evacuated, but was denied permission. “Let all of you balija” – derogatory for Muslims – “die there,” he was told. “We’ll kill you anyway.”

Dr. M. said that some 200 men were killed at the town while others died because the clinic staff did not have proper medication to give them.

Victim excerpt:

Witness O had just turned 17 when on 11 July 1995 the Bosnian Serb army, overran Srebrenica, a town in eastern Bosnia and Herzegovina. On that day, he and his father

decided to join thousands of able-bodied men from Srebrenica in an attempt to escape to Bosnian Muslim-held territory because they feared for their lives.

While hiding in the forest, Witness O joined a group of several thousand men who descended from the forest. He said that he did not know that they were surrendering.

In the afternoon of 14 July, Bosnian Serb forces took Witness O and the other prisoners into a number of classrooms in a school. One of the Bosnian Serb soldiers asked, "Whose land is this?", and then himself answered, "This is Serb land. It always was and will be." Serb soldiers also asked "Who does Srebrenica belong to?" They themselves answered, "Srebrenica was always Serb. It always was, and always will be Serb."

When darkness fell, Witness O heard men from the other classrooms being called out in small groups. When they got down in front of the school, he heard bursts of gunfire. This went on until about midnight.

Then one of the soldiers came and said that it was their turn, and that they should come out two by two. Witness O asked his uncle whether he should go out with him. His uncle said, "No, we won't go out together." Witness O went out before him, with one of the other men, and after that he never saw his uncle again.

The soldiers tied Witness O's hands behind his back with a kind of very hard string, and then put him in another classroom where he could feel clothes under his feet. When all the men's hands were tied, the soldiers took them out of the building and put them on a truck.

A man who was behind him and who had managed to free his hands, asked Witness O whether he wanted him to untie him. Witness O said, "No. No, I don't want that, because I'm going to be killed." He heard some people shouting, "Give us some water first and then kill us." Witness O said in his testimony that in that moment, he thought to himself that he was really sorry that he would die thirsty.

In the early morning hours of 15 July 1995, the soldiers took Witness O off the truck to a spot where he saw rows of people who had been killed. As he was getting out of the truck, Witness O thought that he would die very quickly and not suffer. "And I just thought that my mother would never know where I ended up."

When the shooting started, Witness O fell down and stated that he felt pain on the right side of his chest and in his right arm. He heard a man moaning to his right, but he did not shout or cry out. Witness O said he was waiting for another bullet to come and hit him. While he was waiting to die, he heard bursts of gunfire continuing and people falling down. When the soldiers were finished shooting, he heard them say, "Well, your government will be exchanging you even if you're dead." Witness O said they would take a look at someone and make jokes, "Look at this guy, he looks like a cabbage."

After the shooting stopped and the soldiers left, Witness O eventually escaped with



Mass grave exhumation in Srebrenica, Bosnia, July 2007. Photo by Dacl Q. Keo.

another survivor to Bosnian-held territory.

[In the International Criminal Tribunal for the former Yugoslavia where Witness O testified against the Accused...]

As was his practice, Presiding Judge Almiro Rodrigues asked Witness O whether he had any additional words. Witness O stated the following:

"From all of whatever I have said and what I saw, I could come to the conclusion that this was extremely well organised. It was systematic killing. And that the organisers of that do not deserve to be at liberty. And if I had the right and the courage, in the name of all those innocents and all those victims, I would forgive the actual perpetrators of the executions, because they were misled. That's all."



Preparations for the mass burial of coffins containing victims of the Bosnian genocide. July 2007.
Photo by Dacil Q. Keo.

TOPIC 5: RWANDA

Religion: Roman Catholic: 65%, Protestant: 9%, Muslim: 1%, Indigenous beliefs and other: 25%

Ethnic Divisions: Hutu, Tutsi, Twa, and other

Historical context: 1994

The intense killing campaign that occurred in Rwanda in 1994 draws its roots from Rwanda's colonial experience. Rwanda was first occupied by the Germans and was later taken over by the Belgians. Using physical characteristics as a distinguishing marker, the European colonizers decided that Hutus and Tutsis were two distinct races. Because Tutsis appeared to be tall, thin, and more "European" than Hutus, the Tutsis were determined to be the "master race." This label also afforded Tutsis a preferred relationship with the colonizing Belgians. An identity card system was created by the Belgians in order to distinguish Hutus from Tutsis. After World War II, as Africa slowly

moved towards decolonization, the Tutsis moved towards creating an independent Rwanda. This move consequently encouraged the Belgians to move their friendship to the Hutus. Many Hutus seized this opportunity to attack Tutsis between 1959 and 1962. An estimated 100,000 Tutsis fled Rwanda to neighboring countries. After 1986, disaffected Tutsis in Uganda formed the guerrilla organization by the name of the Rwandan Patriotic Front (RPF) whose goal was to seize control of Rwanda and overthrow the Habyarimana regime.

In 1990, the RPF invaded Rwanda and occupied a portion of territory. Habyarimana decided to accept RPF as a political power in Rwanda when he signed an internationally-mediated peace agreement. The United Nations sent 5,000 peacekeepers to Rwanda in order to solidify the peace.

Some Hutu extremists did not accept this peace agreement and they began to devise a plan in which the "Tutsi problem" could be solved. On April 6, 1994, President Habyarimana's plane was shot down and within a day, roadblocks appeared around the capitol. These roadblocks were manned by militia who were generally gangs of armed youths. With extreme speed, Tutsis were killed around the country. Part of the reason for the speed could be traced to the use of government radio programs that encouraged the killing of Tutsis. Within a few days time, thousands had been slaughtered, often with machetes. The genocidal campaign continued for months until the Tutsi-led RPF managed to capture Kigali the capitol on July 4, 1994. The fall of Kigali did not necessarily end the killing as large-scale reprisals against Hutus who were alleged to have participated in the campaign were targeted. Estimates vary markedly on the number killed but the total is believed to have been in the hundreds of thousands in a period of about 100 days.

TESTIMONIES AND STORIES

[The following are excerpts from the International Criminal Tribunal for Rwanda of Jean Paul Akayesu.]

The Accused:

Jean Paul Akayesu was born in 1953. He was an active athlete and a member of the local football team. In 1978 he married a local woman from the same commune, whom he had then known for ten years. They are still married and have five children.

Before being appointed to mayor in 1993, Akayesu served as a teacher and was later promoted to Primary School Inspector. In this capacity he was in charge of inspecting the education in the commune and acted as head of the teachers. He would occasionally fill in as a substitute teacher and was popular among students. Generally speaking, Akayesu was a popular figure in the local community.

The morning of April 19, 1994, Akayesu led a meeting at which he urged the population to eliminate accomplices of the RPF (Tutsi militant organization) or what he termed the accomplices of the enemy. Over 100 people were present at the meeting. He ordered the

local people to kill intellectual and influential people. Five teachers from the secondary school were killed on his instructions. The local people and militia killed them with machetes and agricultural tools.

There is a substantial amount of evidence that before April 18, 1994, Akayesu attempted to prevent violence from taking place in the commune. Many witnesses testified to his efforts to maintain peace in the commune, and he opposed by force the militia's attempted entries into the commune to ensure that the killings which had started in Kigali (the capitol) on April 7, 1994, did not spread to this commune.

Witness A testified that when the militia tried to enter the commune, Akayesu did everything to fight against them, and called on the residents to go to the borders of the commune to chase them away.

Nevertheless, the International Criminal Tribunal for Rwanda found beyond a reasonable doubt that the conduct of the Accused changed after 18 April 1994 and that, after this date, the Accused did not attempt to prevent the killing of Tutsi in the commune. In fact, there is evidence that he not only knew of and witnessed killings, but that he participated in and even ordered killings.

Victim Excerpt

Once the killing campaign was launched, soldiers and militia acted as though they had license to kill anyone who looked Tutsi. On April 23, a Zairean couple, Mr. L. and his wife, were traveling and stopped at the market. While Mr. L. went to make some purchases, his wife stayed in the car. Militia or soldiers passing by the vehicle noticed her and asked for her identity papers. When she could not produce them immediately, they killed her on the spot.

Victim Excerpt

Hutu sometimes helped Tutsi spontaneously in an act decided and carried out in a minute or two of time. A woman who had given birth while hidden in the home of a Hutu knew that the cries of her newborn would attract searchers who could kill her protectors as well as herself and her baby. She and her host debated many possibilities, including killing the baby. In the end, they took the risk of trying to bribe soldiers and succeeded in finding a couple willing to smuggle the mother and child out of the community, the baby hidden among the grenades and ammunition in the military vehicle.

Victim Excerpt

In one commune, a man of some standing in the community took in many relatives from his wife's Tutsi family as well as his Tutsi godson and his family. The godson related the events of that night:

When I arrived at his place, I found many people hiding there. Many. By 6 p.m., it was clear that we couldn't all stay. Other people had seen too many of us going into his house. Without actually saying it, he let the others know that they had to leave his place. Without weeping or any other show of emotion, they did it. Only one boy showed his fear.

He was trembling when he left. Among these people was his own son-in-law, the husband of one of his daughters. She spent the night weeping. As people left, he whispered in my ear: stay here. So I, my wife and our children stayed at his place that night. Nobody slept. Myself, I just sat on a chair, just sitting there, just sitting. My godfather's daughter was weeping because her father had sent her husband away. Then in the middle of the night, we heard shouting. Terrifying cries. I have never been afraid like I was at that moment. I was trembling in my chair, all through the night.

In the morning, the witness left too, hoping thus to increase the chance that his wife and children would be left unmolested. In the end, he survived and they did not.

EXPLANATION OF THE JIGSAW CONCEPT:

In a jigsaw activity, students are divided into 5- or 6-person jigsaw groups. One student is appointed a group leader. Each group is assigned to learn one segment and become an "expert" of that segment. Each "expert" group member will be divided into other groups to teach others about their segment.

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses mass atrocities in different parts of the world. Afterwards, the teacher asks students if they have any knowledge about mass atrocities in other countries. The teacher helps students compare and contrast other mass atrocity experiences and the DK mass atrocity period.

FACILITATOR STEP-BY-STEP FLOWCHART ON ORGANIZATION OF MASS ATROCITY STUDIES- JIGSAW EXERCISE

Step 1: The teacher have students count off 1-5. Every student is assigned a number between 1 and 5.

Step 2: The teacher divides up the class into 5 groups. All #1s meet together in an area of the classroom, all #2s through #5s also.

Step 3: Teacher assigns all groups to their assigned topic number. For example, Group 1 students refer to Topic 1, etc.

Step 4: Teacher instructs students to begin studying, reading, and discussing their assigned topic amongst group members.

Step 5: As each group begins reading, discussing, and taking notes on their assigned topic, the teacher walks around the room to answer questions and observe groups.

Step 6: Teacher manages the time for students allowing them sufficient time to prepare their notes and presentations.

Step 7: Students form a new arrangement of groups in which there is one representative per topic in each group. For example, a group should comprise a student from the group studying Iraq, one student studying Germany, one student studying the former Yugoslavia, one student studying Rwanda, and one student studying Cambodia under the DK.

Step 8: Each person in the group will be required to present their research, notes, and opinions on their topic. They are the group’s “expert” on the topic.

Step 9: When all group members have finished presenting, the group will discuss and prepare their own “findings and conclusions” presentation which they will present to the class. They should answer 3 questions in their presentation as noted in the Teacher’s Guidebook. Their presentation will be graded by the teacher.

Step 10: At the end of all presentations, the teacher will discuss what was learned during the presentations.

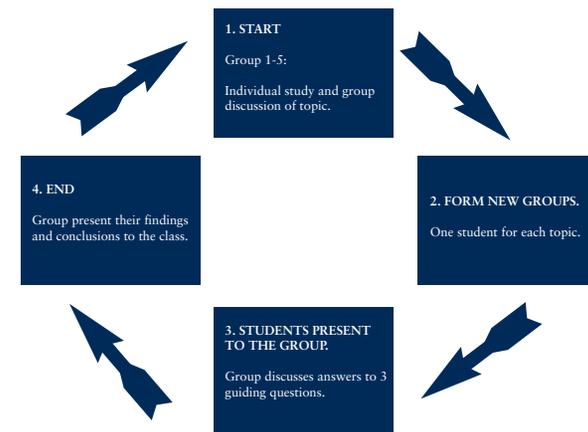
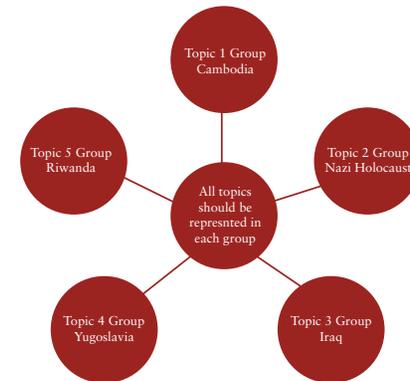
Example of what each group should consist of in the second phase of the Jigsaw:

Explore (15-45 minutes)

Students do a Jigsaw exercise to put the Khmer Rouge historical period into perspective. Students do a comparative analysis with other examples of war crimes, genocide, and crimes against humanity: Cambodia – Rwanda – Nazi Germany – the former Yugoslavia. One student will be assigned a role to gather information and become an expert. Follow the chart below.

Part I. Jigsaw Exercise: Students do a presentation to a group of students answering the following questions:

1. What are the most important facts that someone should know about the historical period you are studying? Include five facts about this period.
2. What are the most important observations of the victims who suffered in this history? Include five facts or observations about this period.



Part II. Jigsaw Exercise: Students do a group presentation to the class on findings and conclusions answering the following questions:

1. What are the similarities between all the genocides-mass atrocities?
2. What are the differences between all the genocides-mass atrocities?
3. What is unique or different about the Khmer Rouge period?

STUDENT DIRECTIONS:

You have 3 separate tasks in this exercise.

1. You must be an “expert” on a particular mass atrocity history. You will be teaching and giving input to other students on this history. Your input will help determine your group grade.
2. You must assist in the organization of your group’s findings and conclusions on mass atrocities around the world. Your input will help determine your grade.
3. You must observe other student groups and assess them on their presentation.

Step 1: You will be given an assigned numbered topic (#1-5). In this topic are readings for the particular history you must study. Take notes and prepare a 5-minute presentation on what you have read. You will present your material and your answers to the 2 questions below for your grade.

1. What are the most important events that someone should know if they were studying your topic? Write down at least five facts that you think are critical to understanding the history of your topic. Be prepared to discuss them.
2. What are the most important observations of the victims who suffered in the mass atrocity? Write down at least five facts or observations that you think are critical to understanding the victims. Be prepared to discuss them.

Step 2: After you have prepared for your presentation, you should only have your notes to speak for 5 minutes. Discuss your topic with other students in your group who are studying this topic. What facts did they believe were most important? What observations did they list about the victims? Use your fellow students’ ideas and findings to make your presentation better. After you have discussed your topic with your fellow students in your group, wait for your instructor to give you further directions.

Step 3: When your instructor tells you, you will reform into new groups as dictated by your instructor. Each new group must consist of one student representing each topic. For example, each new group should consist of a student from Topic 1: Cambodia; Topic 2: Nazi Holocaust; Topic 3: Iraq; Topic 4: the former Yugoslavia; and Topic 5: Rwanda. Thus, each group should have at least five students in the group.

Step 4: Decide amongst your new group members the order of presentations. Each student must present a 5 minute presentation on their assigned research area. Each student is expected to be an “expert” on their research area. Ask questions and discuss the presentations amongst yourselves.

Step 5: Your group must now organize a presentation to the class. You will be graded by your teacher on how well you answer the following questions.

1. What are the similarities between all the mass atrocities?
2. What are the differences between all the mass atrocities?

3. What is unique or different about the Khmer Rouge period?

Step 6: Present your findings and conclusions answering the above Step 5 questions. When you present your findings and conclusions, your presentation should follow this format:

1. Each group member states their name to the class.
2. Address questions 1, 2, and 3.
3. Your presentation should be 10-15 minutes long.

Step 7: When finished presenting, or when waiting for your turn to present, be sure to listen to other groups’ presentations. Below is one method that the teacher may use in grading your presentations.

TEACHER’S RECOMMENDED GRADING RUBRIC

Question	Not Answered 0 Points	Answered 1 Point
Did the Group answer question 1?		
Did the Group answer question 2?		
Did the Group answer question 3?		
Total Points from Teacher to Group:		

Summarize (15-25 minutes)

Students present their knowledge and analysis to the class. Teacher evaluates the students’ written work and oral presentation.

LESSON 5: THE CHILDREN OF KAMPUCHEA FILM

DVD/VCR is required for film showing. This activity is optional.

Objectives:

1. Students explain the meaning of turmoil, suffering, survival, reconciliation, justice and peace.
2. Students write a letter to the filmmaker offering opinions and questions.
3. Students analyze the impact of the film.

Material: The Children of Kampuchea film and Student Workbook

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses how living conditions under the Khmer Rouge impacted life during and after the regime. Afterwards, the teacher discusses the film with the students.

Explore (15-45 minutes)

Students write a letter to the filmmaker explaining the impact of the film on them. The students will also be encouraged to ask questions to the filmmaker in their letters and discuss the content of their letter with their peers.

Summarize (15-25 minutes)

Teacher discusses the content of the film and why these kinds of films are so important for the world to see.

Images below: children at work during Democratic Kampuchea. Source: DC-Cam Archives.



CONCLUSION

The effects of the Khmer Rouge Period on Cambodia Today



Commune chiefs taking notes from the "Security of Regulation" display at the Tuol Sleng Genocide Museum, January 2007. Photo by Dacil Q. Keo. Source: DC-Cam Archives.

LESSON 1: ACTIVELY READING THE CONCLUSION

Objectives:

1. Students explain some of the implications of the Khmer Rouge experience on life today.
2. Students explain the need for healing, reconciliation, justice, peace and growth.
3. Students identify, define and use key vocabulary related to healing and justice.

Materials: Textbook, Student Workbook and articles on healing, reconciliation, peace and justice.



Hundreds of local villagers from across Cambodia at the Khmer Rouge tribunal courtroom meeting with tribunal officials as part of DC-Cam's Living Documents project, October 2006. Photo by Dacil Q. Keo.

BEYOND THE ECCC

What is Reconciliation?

While many scholars and jurists have written extensively about reconciliation, there is currently no widely accepted definition of the term.

Some scholars define reconciliation as a process, rather than a goal. According to this conception, reconciliation is "dealing with the past in such a way that will enable the change of our attitudes about the other, about ourselves and about the relations between "conflicting" parties." Other specialists on reconciliation point out that despite the differences in definitions, certain themes do consistently appear.

When lay Cambodians are asked to define reconciliation, the same ideas emerge. This became apparent when DC-Cam conducted a survey in which participants described what "reconciliation" meant to them. While participants had widely varying ideas about reconciliation, themes such as "memory" and "justice" appeared repeatedly. Further, most Cambodians considered the goal of reconciliation to be "a single, unified, prosperous and developed nation;" a society "free from violence and conflict," and a society that "lives by the rule of law."

The DC-Cam survey shows that participants conceive of reconciliation on at least four different levels: personal, between individuals, within the community, and nationwide. The results reveal that reconciliation is viewed as a multilayered process that is tied into

notions of physical, political, socio-economic and cultural reintegration.

Perhaps in part because of the difficulties in defining reconciliation, some scholars and individuals question the very concept, asking whether it is necessary, or even possible, to achieve. These individuals ask whether 'dealing with the past' yields any actual benefit, or whether the benefits are worth the "uneasiness" and "psychological distancing" that may result. Most Cambodians surveyed by DC-Cam, however, believe that some form of reconciliation is necessary.

Reconciliation in Cambodia

While Cambodia and the international community ultimately decided that criminal trials were more appropriate, other efforts have been made to provide additional means of reconciliation. In fact, Cambodia's reconciliation process started in 1979, long before the possibility of a tribunal like the ECCC was even conceived.

In 1979, several leaders of the Khmer Rouge were tried and convicted in absentia. While the international community has condemned these trials because they did not meet international fair trial standards, they did serve as a forum to disseminate information about the Khmer Rouge period, as well as demonstrate the public's condemnation of the atrocities committed during that period.

After the 1979 trials, the government established a research committee to investigate the crimes of the Pol Pot era. The committee worked with village chiefs and district leaders, who compiled lists of those who were killed and property destroyed.

NGOs also play an integral part in the reconciliation process. Organizations such as the Center for Social Development hold forums in the provinces to give victims the opportunity to share their stories, as well as to disseminate information about the Khmer Rouge Tribunal. Also, DC-Cam provides the public with access to all the documents and information it has collected over the past 10 years

Despite the best efforts of the government, ECCC and NGOs, ultimately the meaning and path to reconciliation is entrusted to the individual. Each person must decide for him or herself what reconciliation means, how it should be achieved, or even whether it should be achieved. If there is any constant theme in the discussion of and attempts to define reconciliation, it is that reconciliation is a process rather than a goal. Every nation that has experienced mass violence and atrocities must craft its own means of reconstruction. Each individual who lived through the period, and their children, must do the same.

Key Vocabulary:

Tragedies	Refugees	Reconciliation
Disabilities	Repression	Criticism
Obstacles	Trauma	Amnesty



As part of DC-Cam's Living Documents activities, commune chiefs attended Bang Skaul, a traditional Buddhist ceremony, at the Choeng Ek Genocide Memorial Center, 2007. Photo by Dacil Q. Keo.

Procedure and Process:

Launch (5-10 minutes)

Before beginning your lesson, the teacher introduces the objectives of the day and reviews what students know about the history of Democratic Kampuchea. Afterwards, the teacher goes over the key vocabulary in the Conclusion chapter.

Explore (15-45 minutes)

Students actively read and take notes on important facts from the Conclusion chapter. Students write in their Student Workbook to reflect on their learning. Students read the article on reconciliation (above) and write answers to the reading questions in their Student Workbook to reflect on their understanding of the article.

Summarize (15-25 minutes)

The teacher goes over the Guided Questions with the whole class to evaluate and summarize student learning.

GUIDED QUESTIONS:

1. How many lives were claimed under the Khmer Rouge regime? Nearly two million.
2. Name at least 3 effects of the regime on the Cambodian people?
 - The regime left tens of thousands of widows and orphans.
 - Several hundred thousand Cambodians fled the country.

- Millions of mines were laid which have led to thousands of deaths and disabilities since the 1980s.
- A large number of Cambodian people have psychological problems because their family members were lost and their spirits damaged.
- Many intellectuals, religious leaders, and former government officials were killed reducing Cambodia's capacity to rebuild its social and economic institutions.
- Many of those who opposed the regime were also killed.
- Religion, money and tradition were destroyed.
- Basic rights and needs were ignored and private property was confiscated.

3. What are some common themes or qualities of the concept "reconciliation?" Some common themes have been the process of healing trauma, memory, and justice. Further, most Cambodians consider the goal of reconciliation to be a single, unified, prosperous and developed nation; a society free from violence and conflict and a society that lives by the rule of law. A survey's results reveal that reconciliation is viewed as a multilayered process that is tied into notions of physical, political, socio-economic and cultural reintegration.
4. What are some problems or concerns with reconciliation in Cambodia? Because of the difficulties in defining reconciliation, some scholars and individuals question the very concept, asking whether it is necessary, or even possible, to achieve. These individuals ask whether 'dealing with the past' yields any actual benefit, or whether the benefits are worth the "uneasiness" and "psychological distancing" that may result.
5. Since the end of the Khmer Rouge period, what attempts have been made to achieve reconciliation in Cambodia? Students can describe the pre-1979 trial of Khmer Rouge leaders, the ECCC tribunal, research committees established by the Cambodian government, and efforts made by NGOs like DC-Cam and the Center for Social Development.
6. List as many problems that Cambodia faces today as you can. **Answers will vary.**
7. Using the list from number 6, circle every problem that you think has a relationship, (either direct or indirect) to the legacy of the DK period. **Answers will vary.**
8. How can Cambodia address these problems? **Answers will vary.**
9. How can individual Cambodians participate in the process of addressing these problems? **Answers will vary.**

LESSON 2: POEM TO HONOR THE SPIRIT OF KHMER

Objectives:

1. Students describe the incredible horror perpetrated by the Khmer Rouge.
2. Students explain the struggle and trauma faced by survivors after the liberation.
3. Students recognize and appreciate the strength and determination of survivors to rebuild their lives.



Cham Muslims pray for the souls of victims at the Choeung Ek Genocide Memorial Center, February 2007. Photo by Dacil Q. Keo. Source: DC-Cam Archives.

4. Students recognize the heroism and generosity of those who tried to help.
5. Students explain the need for reconciliation, peace, justice and hope.

Material: Paper, crayons, markers, glue, scissors and Student Workbook

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and discusses the present and future of Cambodia with students. Afterwards, the teacher writes the following words on the board for discussion: survival, peace, reconciliation, resiliency, justice, strength, determination, tolerance, truth, courage and hope. The teacher then asks students to reflect on the meaning and the importance of these words.

Explore (15-45 minutes)

Students visualize the present and the future for Cambodians by creating a poem to reflect/symbolize survival, peace, reconciliation, resiliency, justice, strength, determination, tolerance, truth, courage and hope. After the poem is completed, students may add an illustration to express the poem visually.

Summarize (15-25 minutes)

Students share their poem with the class. The teacher will collect the poems and illustrations for display.



Cambodian soldiers coming to rescue S-21 child survivors, 1979. At the far right is Commander Khang Sarin, who became Minister of Interior of the People's Republic of Kampuchea. With help from Vietnamese officials, the PRK Ministry of Interior obtained and preserved many of the official documents that fleeing Khmer Rouge officials left behind. These documents are now part of the DC-Cam Archives. Child survivors, left to right: Socheat, Makara (named by a Vietnamese soldier after the Khmer word for the month of January, when the Khmer Rouge were ousted), Nong Chanphal, and Nong Chanly. Source: Documentation Center of Cambodia Archives/HTV

LESSON 3: K-W-L CHART

Objectives:

1. Students summarize what they have learned about Democratic Kampuchea.
2. Students identify key facts about Democratic Kampuchea.
3. Students cooperate and work as a team within a group.

Materials: Textbook, notes, K-W-L chart in Student Workbook

Procedure and Process:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day. Afterwards, the teacher divides students into groups of 4-5. Each member in a cooperative group will be assigned a role:

1. Facilitator/Motivator
2. Recorder
3. Timekeeper
4. Presenter
5. Motivator



DC-Cam staff and student volunteers prepare to hold a candle light vigil for Darfur victims on the steps of a mosque in Phnom Penh, 2007. Photo by Dacl Q. Keo.

Explore (15-45 minutes)

Students work in a cooperative group to complete the “What We Have Learned” section on the K-W-L charts – Who is Pol Pot? and Discovering Student Knowledge. (Refer to Textbook: Chapter 2: Point 1).

Summarize (15-25 minutes)

The Presenter for each cooperative group presents what their group has learned. This activity will give an overall summary of student learning.

LESSON 4: MAKE A DIFFERENCE AT THE LOCAL, NATIONAL AND INTERNATIONAL LEVEL

Objectives:

1. Students think critically about what can be done to stop genocide on local, national and international levels.
2. Students explain different levels of roles and power.
3. Students think critically about how genocide history and education impact genocide prevention.

Material: Paper

PROCEDURE AND PROCESS:

Launch (5-10 minutes)

Before beginning the lesson, the teacher introduces the objectives of the day and writes three terms on the board – “Local”, “National” and “International”. Afterwards, the teacher asks students for ideas about what can be done to prevent and stop the genocide on each level. Begin with the local and end with the international level. Write students’ responses on the board.

Possible answers may include:



In front of the Ministry of Education, Youth, and Sport (left to right): Alexander Hinton (Director, Center for Genocide Studies and Human Rights at Rutgers University), H.E. Im Sethy (Minister of Education, Youth, and Sport), John Ciorciari (Professor of Public Policy, University of Michigan), Youk Chhang (Director, DC-Cam), and David Chandler (renowned Cambodian scholar). In the background, left to right: Phala Chea (Specialist for Community Outreach in Support of English language learners and families of Lowell High School, USA), Kosal Phat (Associate Professor at the University of Southern California), and Sarah Dickens (PhD Student of Art, Art History, and Visual Studies at Duke University). Source: DC-Cam Archives.

Local

- I talk to friends and family and get them involved in trying to support survivors of the genocide.
- I help raise money to help support humanitarian organizations that are providing aid, nutrition and education to the survivors of the genocide.
- I help raise awareness of the genocide with young people in my school and local community. I could also be more aware of the injustices that are taking place in other areas today.

National

- Leaders make sure that students are taught about genocide in school so that they know what happened and what is happening. Students themselves can study by themselves to learn more and to seek new information.
- Leaders provide national aid to groups or organizations working to help support survivors of the genocide.

International

- People take action and push their leaders to act. People can seek information about people in other countries and inform their leaders about injustices and mass atrocities.
- Different countries send people/troops to help maintain peace while journalists and observers report about what is going on.
- All countries learn from past mistakes and try not to make them again.
- Integrating into its (international agencies, governments) policy to take into account the legacy of any post-conflict countries they wish to assist in development.
- Reforming the role of the United Nations.

Explore (15-45 minutes)

Students pretend they are the Director of the Permanent Genocide Research Center: DC-Cam. As the Director, each student will write two short paragraphs on what they think the Permanent Genocide Research Center should do to prevent genocide and further national reconciliation. What ideas do they think they would implement as the Director? What should the Center do for the Cambodian people? How can Genocide research help the Cambodian people? How can Genocide education help the Cambodian people? What could individuals do to help the Center? How can the Center operate in a regional context? In a global context? Some possible ideas:

1. Assist schools in learning about Democratic Kampuchea.
2. Research the horrors of the DK period to uncover the truth.
3. Help ordinary Cambodians with emotional loss and traumatic memories.
4. Educate Cambodians in DK history.
5. Discuss ideas on preventing genocide in Cambodia.
6. Help Cambodians learn about loved ones who they lost during the DK period.
7. Collaborate with international experts on other genocides and mass atrocity regimes.
8. Encourage dialogue on hatred, racism, and other evils.
9. Assist reconciliation between former Khmer Rouge cadre and victims in local communities.
10. Encourage education in human rights and dignity.

Summarize (15-25 minutes)

Students read their paragraphs to the class.

ADDITIONAL LEARNING ACTIVITIES

A. Introductory Activity:

Introduction to History of Democratic Kampuchea Text
“Traditional” K-W-L Chart: Scaffolded Reading Activity

Note: May be used again for each chapter of reading of textbook in conjunction with Student workbook or randomly as decided upon by Teacher.

Activity: Create a K-W-L Chart [Scaffolded Reading]

Description: K Column: Students discuss information that they already know about the Khmer Rouge pe-

riod. W Column: Students discuss information that they think they will learn in the textbook *A History of Democratic Kampuchea*. L Column: Students discuss information that they learned from Dy Khamboly's textbook.

Objectives:

1. Students know essential information on a chapter-topic for the DK historical period.
2. Students organize information that they know about the DK period.
3. Students evaluate information that they will learn about for a specific topic within DK history.
4. Students organize information that they learned about for a specific topic within DK history.
5. Students evaluate information on the DK historical period.
6. Students analyze controversial issues over the Khmer Rouge period.
7. Students evaluate the arguments on these controversial issues.
8. Students explain their opinion on information of the DK period.

Teacher:

Step 1: The teacher directs students to draw 3 vertical lines on a paper making 3 columns. In Column 1, the teacher directs students to write at the top: "What I know about this topic." The teacher then directs the students to write down all the points of information that they know about the topic they are about to read. They write these down.

NOTE: The topic will be taken from whichever chapter of Dy Khamboly's textbook: *A History of Democratic Kampuchea* the students are assigned to read for the day.

Step 2: The teacher directs students to discuss what they wrote down in the first column. The teacher then guides the discussion with the following questions (these are just suggestions):

1. Why do you think this topic is important to read?
2. What do you know about this topic?
3. What would you like to know about this topic?
4. Is there anything controversial about this topic?
5. What is the controversy about? What are the different arguments on this controversy?
6. What is your opinion on this topic?

Step 3: The teacher then chooses one or several students to read aloud to the class the 'bold-face' sub-titles within each chapter. If there are no bold-face sub-titles, the teacher may direct the student to read the first sentence of each paragraph in the chapter.

Step 4: The teacher asks the students to close their textbooks and write down in the second column: "What I will know about this topic after reading."

Step 5: The teacher then directs each student to take 2 minutes and write down what they predict the chapter or reading will be about. Students should write a description of what information they think they will learn about from reading just the sub-titles.

Step 6: The teacher directs students to discuss what they wrote down in the second column. The teacher guides the discussion with the following questions (these are just suggestions).

1. What information do you think you will learn about based on these sub-titles or hints?

2. Why do you think this information is included in this chapter? In other words, why did the author include this information here?
3. Is there anything controversial about these sub-titles?
4. What is the controversy about? What are the different arguments on these controversies?
5. What is your opinion on these issues?

Step 7: The teacher directs the students to read the textbook chapter assigned for the day. The teacher may either have the students read aloud in class, read aloud in small assigned groups, or read quietly to themselves. This will depend on the teacher's decision, time constraints, and the length of reading. Students complete the assigned workbook chapter while reading. [Note: The assigned workbook chapter refers to the Student Workbook.]

Step 8: Upon completion of the reading, the teacher directs each student to take 2 minutes and write down in the third column: "What I learned from this reading." The teacher directs the students to write down everything they think they learned from this reading in 1-2 minutes time.

Step 9: The teacher directs students to discuss what they wrote down in the third column. The teacher guides the discussion with the following questions (these are just suggestions):

1. What information did you learn from this reading?
2. Is this important information about the topic? Is there information you would like to know more about?
3. Is there anything controversial in the reading?
4. Why is it controversial? What are the different arguments on these controversies?
5. What is your opinion on this issue?

Step 10: The teacher directs students to write down on the same piece of paper answers to the following questions:

1. Was this type of reading activity helpful in your understanding of the topic?
2. List 1 or 2 good things you like about this activity.
3. List 1 or 2 things you would like improvement in regards to this activity.
4. Overall, would you like more of this "guided reading" or do you prefer reading individually, or in groups, or aloud in class?

Step 11: The teacher asks each student to write their names on the Chart paper and give it to the teacher. The teacher will collect the papers and place them in each student's respective portfolio. The teacher should look over each student's paper, making note of any conspicuous reading problems. Also the teacher should make note of the students' preferences in regards to the activity.

B. THEATRE – MONOLOGUES OF VICTIMS/KHMER ROUGE CADRE

Each student will be asked to learn about a specific actor. In addition to learning about the actor, the student must memorize an entire transcript of this victim or Khmer Rouge cadre. The students will dress up in the respective roles of their portrayed characters and they will "act" out their characters before an audience. Audience members (who should be students within the school) should drop their comments in a comment box upon leaving the performance.

Objectives:

1. Students explain the unique experiences of their respective actors as well as other persons under the Khmer Rouge regime.
2. Students evaluate their respective actors' experiences.
3. Students synthesize their respective actors' experiences in their performances.

Evaluation: Students will be evaluated on the following criteria by the teacher.

1. Did the students understand their respective actors' experiences?
2. Did the students' performances reflect their respective actors' experiences?

Teacher: The teacher explains to the students that for the next week, they will be required to perform the following sub-activities. The culmination will be sub-activity 3 in which they must perform their "theatrical rendition" of their respective actor's transcript. The teacher should emphasize the immense significance of this activity. They are essentially eulogizing victims and cadres of the Khmer Rouge regime and should be respectful in all regards towards their respective person's eulogy.

Activity 1: Student reading and summary:

Description: Students will read the following transcripts on their respective actor which is assigned to him or her. They will write a paragraph that summarizes the actor's experiences, emotions, and thoughts.

Step 1: The teacher assigns a role to each student. No student should have the same person assigned.

Step 2: The teacher instructs each student to read the assigned actor's transcript and write a 1-page summary of this reading. The student will turn in this paragraph to the teacher.

Step 3: The teacher reads each paragraph and compares it with the assigned person's transcripts. The teacher makes comments in writing on the paragraph, making note of any interesting or good points offered by the student as well as any information that the student failed to mention regarding the person.

Step 4: The teacher informs each student to begin memorizing and preparing their theatrical performance on their respective person.

Step 5: The teacher returns the essays with comments to students for a few minutes to review.

Activity 2: Students practice their performances to the teacher and classmates

Each student should go to the front of the room and act out his or her memorized transcript. The teacher should comment and make suggestions upon completion of each student.

Activity 3: Student theatrical performance to an audience

Step 1: Same as Activity 2 except the audience will be more public.

Step 2: The teacher should observe each student's performance and make comments. These comments

should be written down and given to each student.

Step 3: The teacher should ask each audience member to write on notebook paper any comments they have on the performances. Were there any notable actors? Any moving performances? Any areas to improve?; etc?

Step 4: Upon completion of the performance, the teacher reviews the students' comments in class.

C. GENOCIDE COMPARATIVE EDUCATION PROJECT***Computer and Internet Access Required***

Students will research online or in other resources the information required to prepare a presentation comparing the Democratic Kampuchea historical period with another historical period in which war crimes, genocide, and human rights abuses occurred. The teacher evaluates the students on the basis of their individually-produced reports and group presentations.

Objectives:

1. Students explain the DK period.
2. Students compare the DK period with another historical period.
3. Students will explain the similarities and differences between the DK period and another historical period.
4. Students analyze measures that can be used to prevent genocide or war crimes.
5. Students evaluate measures that can be used to prevent genocide or war crimes.

Evaluation: Students will be evaluated on the basis of their individual reports as well as their group presentations. Both activities will be measured with the rubric seen below.

Teacher:

Step 1: The teacher assigns students to groups with only 4-5 students per group.

Step 2: Teacher assigns a number to each student in the group.

- Number 1 students: Compare the DK period with the Holocaust.
- Number 2 students: Compare the DK period with Yugoslavia.
- Number 3 students: Compare the DK period with Rwanda.
- Number 4 students: Compare the DK period with Iraq history.
- Number 5 students- (if there are 5 students in the group): Compare the DK period with Armenia.

Step 3: Each student is required to research their respective topics using the internet. Students are required to cite the specific reference for any information obtained.

Step 4: Each student is required to research and write a report explaining the similarities and differences between the DK period and their respective historical periods. Each student's report should be a minimum of 2 pages typed, or 3 pages, handwritten answering each of the following questions:

1. What is the basic information on their respective topic in order for someone to understand the context of their topic?
2. What are the similarities between the DK period and the student's respective topic?
3. What are the differences between the DK period and the student's respective topic?
4. Based on the student's assessment of the DK period and the research topic, what would the student recommend in terms of measures that countries and the UN should implement to prevent genocide, war crimes, and human rights abuses as seen in the DK period and the respective study area of the student?

RUBRIC FOR EVALUATION OF THE STUDENT'S PERFORMANCE

Question	Not Answered 0	Poor 1	Fair 2	Excellent 3
Basic information on topic				
Similarities with DK period				
Differences with DK period				
Student recommendations				
Total				

Note: Teacher will schedule the respective turn-in date for the individual reports.

Step 5: Upon completion and submission of the reports, each student must arrange to meet together with their respective group members to prepare a 15-20 minute presentation on how genocide, war crimes, and human rights abuses could and should be prevented in the 21st Century. The presentation by the group members will be evaluated on the basis of the following questions:

1. How can genocide, ethnic cleansing, and human rights abuses be prevented in the 21st Century? **Note:** This is specifically focusing on situations in which "war" has not formally been declared and there is a predominance of intrastate violence or conflict.
2. How can war crimes be prevented in the 21st Century? **Note:** This is specifically focusing on situations in which "war" has been formally declared or recognized and there is a predominance of interstate violence or conflict.
3. Why are these recommendations better than others?
4. How can these recommendations be achieved? In other words, what must be accomplished or created in order for these recommendations to become possible or effective?

Question	Not Answer 0	Poor 1	Fair 2	Excellent 3
Question 1				
Question 2				
Question 3				
Question 4				
Total				

Step 6: Teacher should assess each student report as turned-in and each presentation as completed using the stated rubrics for guidance. Upon completion of reports and presentations, each student will receive a total grade: Sum of individual report grade + group presentation grade.

Step 7: Teacher conducts an after exercise assessment of the activity. Each student will turn in an anonymous answer to the following questions written on a piece of paper:

1. What are 3 things you liked about this activity?
2. What are 3 things you would like improved about this activity?

D. ACTIVITY: POEM

Students will imagine as if they were living under the DK period. They will write a poem of their imagined experiences. They will present their poems to the class.

Objectives:

1. Students explain the experiences of the Cambodian people under the DK period.
2. Students synthesize the experiences of the Cambodian people under the DK period into their poetry as if they lived under the DK regime.
3. Students compose a poem to describe life under DK period.

Evaluation: Students will be evaluated informally. Students must turn in their poetry to the teacher for comments. After the students see the teacher's comments, the poetry will be returned to the teacher to be placed in the respective student's portfolio.

Step 1: Note: Students should have completed several "victims' experience" activities prior to this exercise so that there is a firm knowledge base on victims and Khmer Rouge cadre experiences.

Step 2: Students are informed to write a poem imagining that they are living under the DK regime. Their poems should, but does not necessarily have to, address the following questions:

1. What is life like under the DK regime?
2. How do I feel during the DK historical period?
3. What are my goals/ambitions during the DK historical period?
4. Who am I under in the DK historical period?

Step 3: Students present their poems to the class. The Teacher should encourage other students to ask questions to the presenting student about his/her poem. Questions that the teacher may ask to encourage discussion:

1. Can someone comment on what they thought the major theme of the student's poem was?
2. Can someone describe what the student was trying to express? In other words, what themes, emotions, or ideas were involved in the poem?
3. What historical events or issues underlie the student's poem?
4. Does the poem come close to describing some major themes, issues, and experiences of the Khmer people under the DK historical period?

Step 4: After all poems are presented, the teacher may collect the poems and comment on them for stu-



A *seun* (Muslim tower) dating over one hundred years in a Cham Muslim village in Svay Klaiing district, Kampong Cham province. According to local villagers, earlier residents of the village ascended to the top of the seun to announce prayer times and observe the moon to determine the beginning and end of Ramadan. Photo by Terith Chy. Source: DC-Cam Archives.

dent review or simply collect the poems to be placed in the respective student's portfolio.

E. RESEARCH PROJECT: CREATE A WANT LIST:

What I "Want" to Learn List

Description: Students discuss information that they want to know about the DK historical period.

Objectives: Student objectives will differ based on the specific research topic of the team. However, the following are generic objectives:

1. Students describe the facts on their topic.
2. Students explain their topic.
3. Students analyze issues related to their topic.
4. Students research their topic.

Teacher:

Step 1: The teacher instructs each student to create a list of questions that they want to have answered about the DK historical period.

Approximate Time for Step 1: 15 minutes

Step 2: The teacher has students count off between 1 and __. (Note: Number will depend on the size of the class. No group should be larger than 3 or 4 students.)

Step 3: All 1s should form a group. All 2s should form a group, etc. The teacher should instruct each student to form a group in regards to their assigned numbers. The students move to a pre-designated area with their group.

Step 4: The teacher instructs the students to discuss in their groups the list of questions that they think they want to learn about. Within the group, they should vote on at least 1 question per person that they think is important to the group. The group should also have 4-5 questions per group that they think are important. After the students have chosen the questions that they think they would want to learn about, the students should also offer a recommendation on how they think they could find the information. In other words, if they wanted to know the answer to their questions, how would they go about finding the answer? Each question should have a plan for obtaining an answer.

Step 5: The teacher asks each group to elect a "speaker" who presents their vote upon questions and the research plans.

Approximate Time for Steps 2-5: 20-30 minutes

Step 6: The teacher asks each group "speaker" to present their ideas to the class.

Note: The teacher should take personal notes on each group's questions and research plans. If the teacher finds certain group questions very appropriate for his or her students, the teacher should especially make note of these and recommend them for the group. Obviously, certain questions or research plans will be either too complex for the students, or too resource intensive. In these cases, the teacher will have to simply modify the students' project or encourage them to choose a different research topic.

Approximate Time for Step 6: Depending on the number of groups, each group should have at least 3-5 minutes to present their questions and research ideas. This may take for example, 15-20 minutes if there are 5 groups.

Step 7: The teacher discusses with the class, what questions from each group are the most important to the class. Each group must have a research question and a relevant research plan. After the teacher discusses the group questions and what question or questions each group wants to research, the teacher assigns each team to the assignment of answering the questions.

Step 8: The teacher organizes a presentation schedule in which each team will be given a specific class time in which they must present their questions and their research on answering this question.

Step 9: The teacher should instruct the students that each group may revise their question(s) but only upon permission by the teacher.

Step 10: The teacher explains the evaluation criteria for this team research project and hands out the Presentation Directions Sheet. Each student will earn a grade that will comprise 3 subgrades.

The total grade will consist of:

Subscore 1: Student's evaluation and grade of his or her own efforts and performance. Student can earn a top score of 3 points.

Subscore 2: Team member's evaluation and grade of the individual team member's efforts and performance. Student can earn a top score of 3 points.

Subscore 3: Teacher's evaluation and grade of the individual team member's efforts and performance. Student can earn a top score of 3 points.

Approximate Time for Steps 7-10: 15 minutes

Step 11: The teacher explains to the students that one week prior to the day of presentation, each team must meet with the teacher for 5-10 minutes to discuss their research and how each team member has contributed to the team presentation. Also, the team must describe the organization for the presentation. If the team's research and presentation are organized, then the teacher should congratulate the team on its preparation and inform the team to continue its work in preparation for its presentation. If the team is not prepared or needs some changes, the teacher should assist the team by suggesting changes. If the team is completely unprepared or if the teacher believes that they will not be ready for their assigned presentation, then the teacher should inform the team members that they will have their grade reduced 1-2 points and the teacher will change their assigned presentation date to a later date in order for the team to be ready. This should only be done if the team is truly unprepared and needs more time. If the team simply needs

some assistance from the teacher or is experiencing difficulty owing to poor resources, the teacher should not reduce the team members grade but simply push the presentation date to a later time/day.

DAY OF PRESENTATION

Step 1: The teacher asks the team if they are ready to present and if so to proceed to the front of the class and present their research.

Step 2: The teacher keeps track of time or assigns a student to be timekeeper.

Step 3: After the group’s presentation, the group should take questions from the class and teacher.

Step 4: (Optional): The teacher can ask the class to comment on 1 or 2 good things that the group did in their research and presentation and 1 or 2 points where they need improvement. The criticism should be constructive, not punitive and also should not affect the students’ grades whatsoever.

Step 5: The teacher asks the students to fill out the rubric on the following page. They should put their name on the paper. However, the teacher should emphasize that whatever the students write for comments and whatever grades they assign to their teammates will be entirely anonymous. This is a very important point that should be emphasized.

DIRECTIONS SHEET FOR STUDENTS ON PRESENTATIONS:

Student: You will be assessed on the sum total of 3 separate scores.

SCORE 1 will be your assessment of your own performance. You will be able to give yourself a score of 1-3 points. A score of 3 points means that you believe you performed very well and contributed a great deal to your team project. You must explain in the comments section why you gave yourself the grade.

SCORE 2 will be your teammates’ assessment of your performance. You will be able to receive a score of 1-3 points with 3 being the highest score you can receive. Your teammates should write at least one comment as to why they thought you should receive the grade that they gave you. All comments and grades by team mates will be anonymous.

SCORE 3 will be your teacher’s assessment of your performance. You will be able to receive a score of 1-3 points. A score of 3 points means that you have performed well based on your teacher’s observations of you and your work. The teacher will give a brief explanation for why she gave the team members the grade that they received.

GRADING RUBIC FOR STUDENT PRESENTATIONS

Student Presentation	Poor Performance 1	Satisfactory Performance 2	Excellent Performance 3
Student Self-Score			
Student Comments			
Team mate score 1			
Teammate Comment			
Team mate score 2			
Teammate Comment			
Team mate score 3			
Teammate Comment			
Team mate score 4			
Teammate Comment			
Teacher Score			
Teacher Comments			
Total Score			

F. CREATE AN L LIST SECTION: POST-RESEARCH PROJECT:

What I “Learned” List:

Description: Students discuss and review information that they have learned about the Khmer Rouge period.

Objectives:

1. Students summarize their learning.
2. Students evaluate their own learning.
3. Students synthesize/review the learned material.

Teacher:

Step 1: The teacher asks each student to make a list of facts, issues, or ideas that they have learned during the Khmer Rouge period during this research project. They should write down new facts that they learned on their own, as well as facts that they discovered from their teammates, as well as information they learned from other team projects.

Approximate time for Step 1: 15-20 minutes

Step 2: The teacher will have each student write down what they liked about the research project and what they did not like.

Step 3: The teacher will ask each student to write down how they would teach their research project if they were professors in a college. If they were professors of a course on their topic, how would students learn about their topic in the easiest way? How do the students think teachers should teach?

Approximate time for Steps 2-3: 10 minutes

Step 4: The teacher will ask students to comment on their writings. The teacher should take note of what interests the class. For instance, if the class likes to do individual research projects, the teacher should create more of these. If the class tends to like more group or team work, then more group or team work should be incorporated. This is a good introductory activity for allowing the teacher a window into what the students prefer in class activities.

Step 5: The teacher collects all student comments and places them in their respective portfolio

G. FIELD TRIP(S) TO TOUL SLENG GENOCIDE MUSEUM AND/OR CHOEUNG EK GENOCIDE MEMORIAL SITE – KILLING FIELDS

1. The teacher needs to do the following:
2. Get permission from school administrator.
3. Get permission from parents/guardians.
4. Make arrangement with the field trip site.
5. Make arrangement for transportation.
6. Make arrangement with students.
7. Make arrangement for lunch.
8. Collect fare from students.
9. Provide students with a list of things to note or questions to ask at the field trip site.

Objectives:

1. Students reinforce and expand their learning through a field trip(s).
2. Students examine the site(s) studied in class.
3. Students discuss how the field trip(s) impact their understanding of the sites.

PART III: EVALUATION RUBRICS

Course Evaluation & Measurements are tied to the course objectives.

Student Workbook may be used as an evaluation of student understanding and knowledge. Below are rubric samples that can also be used to evaluate student work. These rubrics will help set expectations for students and help guide teacher’s evaluation of student work.

PRESENTATION RUBRIC

	1	2	3	4	TOTAL
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student’s graphics relate to text and presentation.	Student’s graphics explain and reinforce screen text and presentation.	
Mechanics	Student’s presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Audience members have difficulty hearing presentation.	Student uses a clear voice and correct, pronunciation of terms so that all audience members can hear presentation. Audience members have difficulty hearing presentation.	
					Total

WRITTEN REPORT RUBRIC

Attribute	1-not acceptable	2-Below Expectations	3-Meets Expectations	4-Exceeds Expectations	Score
REPORT MECHANICS					
Organization	Inappropriate content of several sections of report.	Some content placed incorrectly in report.	Content appropriate to all section of report.	Excellent organization enhances readability and/or understandability of report.	
Complete Story Told	Story told is incomplete.	A few aspects of story missing.	Story told is complete.	Material added enhances quality of story told.	
Aesthetics	Unacceptable appearance e.g., tables and figures cannot be read or understood, fonts difficult to read; style unclear.	Some portions are sloppy and difficult to read; style needs improvement.	Text, tables, figures readable and understandable; style is acceptable.	Text, tables, figures so clear and understandable as to enhance report impact; style enhances readability.	
Format	Many format errors as to make report ineffective.	A few format errors.	Followed specified format.	Unique format aspects that enhance report impact.	
Spelling	Any spelling errors.	Only spelling errors are different spellings for same pronunciation.	No spelling errors.		
Grammar and Punctuation	Pages or paragraphs with multiple grammar and punctuation errors.	A few significant grammar and punctuation errors.	Minor grammar or punctuation errors.	No grammar or punctuation errors.	
Length	More than 20% too long or too short.	10% to 20% too long or too short.	Length is appropriate.		
CONTENT					
Cover Memo Problem Stated, Conclusion Summarized	Not present.	Simply says "here it is".	Includes key results and recommendations.	So clear and complete as to enhance impact of report.	

DIARY/JOURNAL ENTRY/POSTER RUBRIC

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score Total
Daily Journal Entries	Entries are accurate, complete, & detailed.	Entries are accurate, complete, & include some detail.	Entries are accurate, partially complete, & contain little detail.	Entries are vague, incomplete, & contain little detail.	
Book Journal entries, comprehension and vocabulary	All book summaries, questions, & vocabulary entries are accurate & complete.	All book summaries, questions, & vocabulary entries are mostly accurate, & complete.	Most book summaries, questions, & vocabulary entries are accurate & partially complete.	Book summaries, questions, & vocabulary entries are vague & incomplete.	
Poster Project	Poster includes all key elements & information, work is creative & neat, illustrations are well-placed & appealing.	Poster includes all key elements & information, work is creative & fairly neat, poster includes illustrations.	Poster includes most key elements & information, work is complete, lacking in illustrations & organization.	Poster is missing key elements & information, work is sloppy, incomplete illustrations, poor organization.	

ORAL PRESENTATION OF POEM RUBRIC

CATEGORY	3	2	1	0
Directions	All the directions were followed correctly.	Most of the directions were followed correctly.	Few of the directions were followed correctly.	None of the directions were followed correctly.
Poem Composition	The poem composition meets both of these requirements: The poem format followed the template. The poem used appropriate words to accurately describe the student.	The poem composition: Follows the template given. The poem used inappropriate words to describe the student. OR The poem does NOT follow the template given. The poem used appropriate words to accurately describe the student.	The poem composition does NOT follow the template given or use appropriate words to describe the student.	The assignment was not completed.
Presentation	The student: Read in a loud and clear voice. Stayed on topic. Had good posture. Made eye contact with the audience.	The student lacked in one of the following areas: Read in a loud and clear voice. Stayed on topic. Had good posture. Made eye contact with the audience.	The student lacked in more than one of the following areas: Read in a loud and clear voice. Stayed on topic. Had good posture. Made eye contact with the audience.	The assignment was not presented

ESSAY WRITING RUBRIC

Effective Communicator: Students write for a variety of audiences and purposes (i.e. narrative, persuasive, and informative forms) using well organizes paragraphs with adequate supporting evidence.

Performance Task:

Write an essay on an assigned topic or a topic of your choice.

Performance	Excellent	Good	Average	Poor	Unacceptable
Idea Development (20 points)	Essay is present and directly supported throughout essay. (18-20 points)	Essay is present and most points supported. (16-17 points)	Essay is present but vague; support may stray from essay. (14-15 points)	Essay is vague with little support or strays from essay. (12-13 points)	Lacks essay or organizing idea. (0-11 points)
Elaboration (50 points)	Well written, fully elaborates points addressed with clear, accurate, and detailed information to support essay. (45 - 50 points)	Well written, most points elaborated with clear and detailed information to support essay; may contain minor factual errors. (40 - 44 points)	Adequately written essay; some points elaborated; may contain factual errors or irrelevant information. (35 - 39 points)	Awkward writing style, points are general, factual errors present, and may stray from essay. (30 - 34 points)	Poor writing style with little or no specific details, off topic, factual errors present. (0-29 points)
Organization (20 points)	Clearly organized and remains focused. (18 - 20 points)	Good organization with few statements out of place. (16 - 17 points)	Organization is present but awkward; may contain several statements out of place, problems existing with introduction or conclusion; lack of topic sentences. (14-15 points)	Organization is confusing to the reader. Organization may lack proper paragraph construction, transitions, topic sentences, organizing support, or relevant information. (12-13 points)	Little or no structure present. Essay rambles aimlessly from topic to topic or is completely off topic. (0-11 points)
Mechanics (10 points)	Possesses no critical errors interfering with comprehension. (9 - 10 points)	Possesses 1-2 critical errors interfering with comprehension. (8 points)	Possesses 3-4 critical errors interfering with comprehension. (7 points)	Possesses 5-6 critical errors interfering with comprehension. (6 points)	Possesses 7 or more errors interfering with comprehension. (0 - 5 points)

COMPARATIVE STUDY RUBRIC

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Focused Topic	The report rambles and does not pinpoint one particular aspect for comparison.	Briefly mentions a topic for comparison, but gives few details.	Describes the topic for comparing the two subjects and gives several examples for each.	Report clearly defines topic for comparison and goes on to give specific details.	
Gives information that is unique to each subject	Never mentions any unique information.	Gives very little unique information.	Gives some information that is unique to each subject.	Gives a great deal of interesting and unique information.	
Gives information about how the two subjects are similar	Does not compare the similarities of the two subjects.	Only points out one or two ways that the subjects are similar.	Points out several ways that the two subjects are similar.	Shows many ways that the two subjects are similar.	
Well organized	Lacks topic sentences and has no logical sequence.	Report has only one topic sentence and its sequence is confusing.	Report includes some topic sentences and is somewhat sequential.	Every section begins with a clearly stated topic sentence and the sections follow a logical sequence.	
Clear and Understandable	Very difficult to follow.	Mostly difficult to follow and understand.	Mostly easy to understand.	Easy to read and follow the information.	
Correct Grammar and Spelling	Very frequent grammar and/or spelling errors.	A few grammar and/or spelling errors.	Only one or two errors in spelling/grammar.	All grammar and spelling are correct.	Total:

PART IV: RESOURCES AND REFERENCES

K-W-L CHART

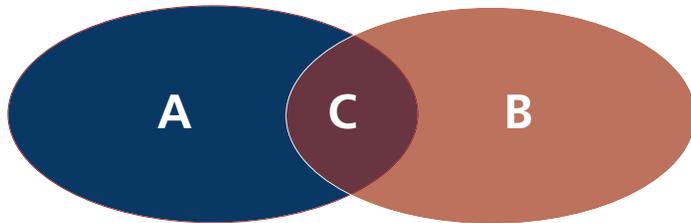
A K-W-L chart is an instructional strategy that teachers can use to activate students' prior knowledge by asking them what they already **K**now; then students set goals listing what they **W**ant to learn; and after completing a unit or course, students discuss what they have **L**earned. K-W-L chart helps students apply higher-order thinking strategies and help them monitor their progress toward their goals. Below is an example of a K-W-L chart.

K What I KNOW	W What I WANT to Know	L What I LEARNED

VENN DIAGRAM

A Venn Diagram is made up of two or more overlapping circles. It is often used to show relationships between sets. Venn Diagrams are useful for examining similarities and differences in characters.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



THINK, PAIR, SHARE

Think-Pair-Share is a strategy designed to provide students with “food for thought” on given topics enabling them to formulate individual ideas and share these ideas with another student. Think-Pair-Share encourages a high degree of pupil response and can help keep students on task. Think-Pair-Share also helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. The Think-Pair-Share activity operates with the teacher's introduction of material or questions which the students in pairs consider and discuss. The activity is useful for teachers who may have shy students because it gives such students a chance to discuss their thoughts with another individual, rather than openly with the whole class. Also, it allows students to explore and interact with their thoughts more deeply than in large classroom discussion settings. Upon completion of the “Pair” discussion, the teacher may have a classroom discussion for the “Share” portion or alternatively, have students write their answers on note-cards. Once on notecards, the teacher could collect them and review each notecard to evaluate the understanding of individual students. Alternatively, the teacher could ask students to “Share” the notecards by exchanging them with other groups who then read the notecards or answers. This approach is useful because now the students are not actually exposing their own opinions but other students' answers. This can often encourage students to be more enthusiastic to participate since their own opinions are not necessarily being presented when they speak.

JIGSAW ACTIVITY

In a jigsaw activity, students are divided into 5- or 6-person jigsaw groups. One student is appointed a group leader. Each group is assigned to learn one segment and become an “expert” of that segment. Each “expert” group member will be divided into other groups to teach others about their segment.

VIDEOS

Children of Kampuchea (1979)
Phnom Penh (1979)
Toul Sleng on January 10, 1979
Behind the Walls of S-21 (2007)

DC-CAM MONOGRAPH SERIES

Ea, Meng-Try and Sorya Sim. *Victims and Perpetrators: The Testimony of Young Khmer Rouge Cadres at S-21* (2001).

Osman Ysa. *Onkoubah: Genocide Justice for the Cham Muslims under Democratic Kampuchea* (2002).

Huy, Vannak. *The Khmer Rouge Division 703: From Victory to Self-Destruction* (2003).

Heder, Stephen P., with Brian Tittmore. *Seven Candidates for Prosecution: Accountability for the Crimes of the Khmer Rouge* (2003).

Linton, Suzannah. *Reconciliation in Cambodia* (2004).

Ea, Meng-Try. *The Chain of Terror: The Khmer Rouge Southwest Zone Security System* (2004).

Cougill, Wynne with Pivoine Pang, Chhayran Ra, and Sopheak Sim. *Stilled Lives: Photographs from the*

Cambodian Genocide (2004).

Chigas, George. *Tum Teav: A Translation of a Cambodian Literary Classic* (2005).

Ysa, Osman. *The Cham Rebellion: Survivors' Stories from the Villages* (2006).

Ciorciari, John D. , ed. *The Khmer Rouge Tribunal* (2006).

Ciorciari, John D. and Anne Heindel, eds. *On Trial: The Khmer Rouge Accountability Process* (2009).

Beang, Pivoine and Wynne Cougill. *Vanished: Stories from Cambodia's New People Under Democratic Kampuchea* (2006).

Hinton, Alex. *Night of The Khmer Rouge: Genocide and Justice in Cambodia* (2007)

Dy, Khamboly. *A History of Democratic Kampuchea* (2007).

Harris, Ian. *Buddhism under Pol Pot* (2007).

Bergstrom, Gunnar. *Living Hell: Democratic Kampuchea 1978* (2008)

Huy, Vannak. *Bou Meng, A Survivor from Khmer Rouge Prison S-21: Justice for the Future, Not for the Victims* (2008)

TRANSLATIONS

The Documentation Center of Cambodia translates books from English into Khmer (Edited by Youk Chhang); we do not translate from Khmer into other languages. Please also note that DC-Cam does not fund the translation or publication of books. The authors are responsible for this, or for locating funding for both purposes.

Ung, Loung. *First They Killed My Father: A Daughter of Cambodia Remembers*
Translated by Norng Lina (2002)

Frank, Anne. *The Diary of a Young Girl*
Translated by Ser Sayana (2002)

Chandler, David. *Voices from S-21: Terror and History in Pol Pot's Secret Prison* Translated by Sour Bon-sou (2003)

Ung, Loung. *Lucky Child*
Translated by Phat Rachana (2004)

Leclère, Adhemard. *Histoire du Cambodge Depuis Le 1er Siècle de Notre Ère*
Translnted by Tep Meng Kheang (2005)

Becker, Elizabeth. *When the War Was Over: Cambodia and the Khmer Rouge Revolution*
Translated by Sokha Irene (2005)

Yimsut, Ronnie. *Journey to Freedom*
Translated by Eng Kok-Thay (2006)

Chanda, Nayan. *Brother Enemy*
Translated by Tep Meng Khean (2007)

Ciorciari, John D. *The Khmer Rouge Tribunal*
Translated by Dy Khamboly (2008)

Javis, Helen and Fawthrop, Tom. *Getting Away with Genocide*
Translated by Chy Terith and Charya Chum (2009)

WEBSITES AND REPORTS ON-LINE

The Documentation Center of Cambodia
www.dccam.org

CIA World Factbook

Iraq, (1996)
www.umsl.edu/services/govdocs/wofact96/125.htm

Rwanda, (1993)
www.umsl.edu/services/govdocs/wofact93/wf940194.txt

Yugoslavia, (1993)
www.theodora.com/wfb1989/yugoslavia/yugoslavia_geography.html

The Genocide Research Project, University of Memphis & Penn State University
www.people.memphis.edu/~genocide/

Human Rights Watch,

Genocide in Iraq – The Anfal Campaign Against the Kurds, Report Summary
www.hrw.org/legacy/english/docs/2006/08/14/iraq13979.htm

The Anfal Trial, “Questions and Answers”
www.hrw.org/legacy/english/docs/2006/08/14/iraq13982.htm

Alison Des Forges. “Leave None to Tell the Story”, March 1999
www.hrw.org/legacy/reports/1999/rwanda/Geno1-3-04.htm#P95_39230

Institute for the Study of Genocide
www.isg-iags.org

Montreal Institute for Genocide and Human Rights Studies
www.migs.org

Web Genocide Documentation Centre
www.ess.uwe.ac.uk/genocide.ht

Centre for Comparative Genocide Studies, Macquarie University
www.genocide.mq.edu.au/ccgs.ht

Australian Institute for Holocaust and Genocide Studies, Shalom College
www.aihgs.com

Yale Genocide Studies Program
www.yale.edu/gsp/

Danish Center from Holocaust and Genocide Studies
www.dchf.dk/

Center for the Study of the Holocaust, Genocide, & Human Rights
www.webster.edu/~woolfm/cshghr.html

United States Holocaust Memorial Museum
www.ushmm.org

“The Holocaust: An Overview”
www.ushmm.org/education/foreducators/resource/pdf/history.pdf

Personal Histories: Individuals
www.ushmm.org/museum/exhibit/online/phistories/

The Genocide Factor
www.genocidefactor.co

Center for Holocaust, Genocide & Peace Studies, University of Nevada, Reno
www.unr.edu/chgps/blank.htm

Fortunoff Video Archive for Holocaust Testimonies
www.library.yale.edu/testimonies/index.html

Public Broadcasting Service (PBS)
“Srebrenica: A Cry From the Grave”
www.pbs.org/wnet/cryfromthegrave/

Cultural Survival
www.cs.org

Early Warning, Prevention, and Criminalization

Prosecutor v. Jean Paul Akayesu, “Judgment,” Case No. ICTR-96-4-T (Sept. 2, 1998).

Minorities at Risk Project, University of Maryland
www.bsos.umd.edu/80/cidcm/mar

Gregory H. Stanton, “The Eight Stages of Genocide,” Genocide Watch, (1996).

Genocide Watch site
www.genocidewatch.co

The Grotian Moment Blog
law.case.edu/grotian-moment-blog

The Iraqi High Tribunal, “Verdict Decision,” 1/2nd Criminal/ 2006, (June 24, 2007)
Available at The Grotian Moment Blog:
law.case.edu/grotian-momentblog/documents/anfal_verdict_part_6.pdf

Prevent Genocide
www.preventgenocide.org

Rome Statue of the International Criminal Court
www.un.org/law/icc/index.htm

Campaign to End Genocide
www.endgenocide.org/

Genocide Prevention Project
www.genocidepreventionmonth.org/

Center for the Study of Genocide and Human Rights
cghr.newark.rutgers.edu

Genocide Prevention Month
www.genocidepreventionmonth.org/

United Nations: Office of the Special Adviser on the Prevention of Genocide OSAPG. The office is mandated to analyze situations that might turn genocidal and is empowered to take measures to prevent genocide.

un.org/preventgenocide/adviser/mandate.shtml

Organizations

Choeung Ek Killing Fields
Documentation Center of Cambodia
Toul Sleng Genocide Museum

Behrman, J.R., Harold Alderman, and John Hoddinott. 2004. Hunger and Malnutrition. Copenhagen consensus-Challenges and Opportunities. www.copenhagenconsensus.com

Human Rights Council. "Resolution 7/14. The right to food". United Nations, March 27, 2008, p. 3. "6 million children still die every year from hunger-related illness before their fifth birthday".

U.S. Department of Agriculture Center for Nutrition Policy and Promotion. Food Guide Pyramid. March 1999.

WHO. Turning the tide of malnutrition: responding to the challenge of the 21st century. Geneva: WHO, 2000 (WHO/NHD/00.7)

ADDITIONAL THOUGHT. THIS IS NOT INTENDED TO BE AN EXHAUSTIVE OR DEFINITIVE LISTING OF GUIDANCE FOR THE TEACHER ON THE MASS ATROCITY COMPARISON EXERCISE (JIGSAW) AND OTHER TESTIMONY EXERCISES COMMENTARY AND RUBRIC ON THE QUESTIONS:

What are the similarities and differences between the mass atrocities?

The following rubric and these comments are merely ideas to assist you in generating discussion and provoking student similarities and distinctions. This rubric is merely offered to generate ideas for teachers when addressing students' answers. You are encouraged to use this rubric as a starting point for a more comprehensive and probing analysis on how mass atrocities are similar and different, and how the experiences during these horrible regimes are similar and different.

Several points must be emphasized with respect to this rubric and the relevant exercises:

First, not everyone falls under a "perpetrator" category as opposed to a "victim's" category and vice-versa. Very often, "perpetrators" can become "victims" or even allies to victims. You will notice that in certain testimonies, an ally of victims will suddenly appear to be a "perpetrator." Likewise, perpetrators can easily become no different than their victims when fellow cadres question their allegiance or enthusiasm. The teacher should encourage students to explore the definition of "victim" and "perpetrator" and never cease exploring the overarching moral and ethical issues that all people face during these mass atrocities.

Second, this rubric is not intended to be a definitive framework. It is offered to generate ideas and stimulate questions. The teacher should not assume that this is the only method of organizing a discussion. For example, rather than examining perpetrators' experiences

as compared with victims', the teacher may invite students to compare and contrast how mass atrocities are organized. Different approaches and questions will stimulate different responses to the ultimate question of "Why?"

Ultimately, teachers should invite students to look at the testimonies through various levels of abstraction. A victim's experience can be analyzed on the basis of the individual, as well as his or her family, community, culture, and society.

Finally, you should not consider this rubric as a set of absolute answers or goals for any exercises. The answers and goals of any discussion will be dependent on the individual teacher's assessment of students' needs and understanding within the parameters of the exercise's overarching objectives.

RUBRIC FOR DRAWING OUT SIMILARITIES/ DISTINCTIONS IN MASS ATROCITY COMPARISONS – POSSIBLE AREAS OF DISCUSSION

1. Categorization on the basis of...*
 - a. Ethnicity
 - b. Race
 - c. Religion
 - d. Nationality
 - e. Political
 - f. Social
2. Symbolization*
 - a. Names
 - b. Labels
3. Dehumanization*
 - a. Equation to animals, vermin, insects, or diseases
 - b. Creation of a pseudo-threat
4. Polarization*
 - a. Intimidation of moderates
 - b. Emphasizing extremes
5. Preparation*
 - a. Segregation
 - b. Public identification
 - c. Expropriation of property
6. Mass killing*
 - a. Methods for orchestrating
 - b. Long-term goals
7. Organization*
 - a. Informal social networks
 - b. Government apparatus
8. Values behind the classifying trait
 - a. Cultural values
 - b. Social group empowerment
 - c. Individual leaders' seizure of power
 - d. Allocating responsibility for problems to the targeted group
 - e. Economic gain by expropriation of property
9. Values seen during mass atrocity periods
 - a. Resisting evil
 - b. Protecting loved ones
 - c. Protecting one's dignity
 - d. Protecting one's culture
 - e. Survival
 - f. Acquiescence in the hopes of peace
 - g. Acquiescence in the hopes of better conditions
10. Effects on mental self
 - a. Depression, pity
 - b. Anger, hatred
 - c. Relief
 - d. Fear, Angst

11. Effects on physical self
 - a. Starvation
 - b. Fatigue
 - c. Disease
 - d. Pain from beatings, torture
12. Effects on spiritual self
 - a. Loss of hope
 - b. Loss of religious belief
 - c. Apathy towards humanity
13. Effects on close relationships
 - a. Deeper personal relationships or loss
 - b. Greater need for support
14. Effects on community
 - a. Loss of community spirit
 - b. Mistrust of other community members
 - c. Sacrificing strangers for self- or family-preservation
15. Worldview
 - a. Distortion of reality
 - b. Greater appreciation for loved one

NOTE TO TEACHER:

You may ask these questions to students if you believe they need additional direction on how to address the exercise directions and the materials. Be sure to refer to the “Commentary and Rubric on the Question: What are the similarities and differences between the mass atrocities?” above if needed. Reminder: These questions are merely to generate ideas. Feel free to ask other questions and address other topics as you need to.

Iraq

1. Discuss why the Saddam Hussein regime decided to massacre the Kurdish people.
2. Discuss how the Kurdish people were massacred.
3. Discuss how the Saddam Hussein regime legitimized the campaign.
4. What values or reasons did the Saddam Hussein regime use to justify their actions?
5. How do you think the individual perpetrators justified their actions?
6. Discuss the experiences of the victims: How are they similar or different?
7. What kinds of emotions are seen in the victim testimonies?
8. What aspects of the victims’ experiences brought the victims encouragement?
9. What values or themes do you see in the victims’ experiences?
10. How would you explain the victims’ actions during their experience?
11. What effects did the victims’ experiences have on their physical selves?
12. What effects did the victims’ experiences have on their mental selves?
13. What effects did the victims’ experiences have on their spiritual selves?
14. What effects did the victims’ experiences have on their relationships with family members? Friends? Strangers?

15. What were the effects on the victims’ communities?
16. What do you think were the effects of these horrors on the Iraqi society?
17. How do you think the victims’ worldviews were changed?
18. Describe some of the decisions that the victims and perpetrators’ faced. How would you explain their decisions?

Holocaust-Germany

1. Discuss why the German people supported the Nazis rise to power.
2. Discuss how the Nazis prepared for their systematic murder of Jews.
3. How did the Nazis prepare the German people for their plan?
4. How did the Nazis prepare the Jews for fulfilling their plan?
5. Discuss how the Hitler regime massacred the Jewish people.
6. How did the Hitler regime organize the killing of the Jewish people?
7. What ideological values or reasons did the Nazis use to justify their actions?
8. How do you think the individual perpetrators justified their actions?
9. Discuss the experiences of the victims: How are they similar or different?
10. What kinds of emotions are seen in the victim testimonies?
11. What aspects of the victims’ experiences brought the victims encouragement?
12. What values or themes do you see in the victims’ experiences?
13. How would you explain the victims’ actions during their experience?
14. What effects did the victims’ experiences have on their physical selves?
15. What effects did the victims’ experiences have on their mental selves?
16. What effects did the victims’ experiences have on their spiritual selves?
17. What effects did the victims’ experiences have on their relationships with family members? Friends? Strangers?
18. What were the effects on the victims’ communities?
19. What do you think were the effects of these horrors on the society at large?
20. How do you think the victims’ worldviews were changed?
21. Describe some of the decisions that the victims and perpetrators’ faced. How would you explain their decisions?

Rwanda

1. Discuss the historical conditions that encouraged Hutu-Tutsi violence.
2. Discuss the events that contributed to Hutu extremists’ ability to encourage the massacre of Tutsis.
3. Discuss how the Tutsi people were massacred.
4. What ideological and cultural values (do you think) were used by the perpetrators to justify their actions?
5. How do you think the individual perpetrators justified their actions?
6. Discuss the background of the perpetrator: Jean Paul Akayesu. What was he like before the violence?
7. What happened in the Taba commune between April 7th and June 1994?
8. How was Akayesu involved in these events before April 18, 1994?
9. How was Akayesu involved in these events after April 18, 1994?
10. How would you explain the Akayesu’s change in behavior?
11. Why do you think Akayesu changed?
12. When Akayesu addressed a crowd on April 19, 1994, what did he urge the crowd to do?
13. How did Akayesu encourage the crowd to fulfill his orders?

14. How did he label the Tutsis?
15. What was the impact of this label?
16. Describe some of the decisions that the victims and perpetrators' faced. How would you explain their decisions?

The former Yugoslavia

1. Discuss the events that contributed to the violence in Bosnia and Herzegovina.
2. Discuss how the Bosnian Serb leadership prepared for their systematic murder of Bosnian Muslims and Croats.
3. Discuss how the perpetrators massacred their victims.
4. How did the perpetrators organize their killing?
5. What ideological values or reasons were used to justify the perpetrators' actions?
6. How did the perpetrators justify their actions amongst themselves?
7. Discuss the experiences of the victims: How are they similar or different?
8. What kinds of emotions are seen in the victim testimonies?
9. What aspects of the victims' experiences brought the victims encouragement?
10. What values or themes do you see in the victims' experiences?
11. How would you explain the victims' actions during their experience?
12. What effects did the victims' experiences have on their physical selves?
13. What effects did the victims' experiences have on their mental selves?
14. What effects did the victims' experiences have on their spiritual selves?
15. What effects did the victims' experiences have on their relationships with family members? Friends? Strangers?
16. What were the effects on the victims' communities?
17. What do you think were the effects of these horrors on the society at large?
18. How do you think the victims' worldviews were changed?
19. Describe some of the decisions that the victims and perpetrators' faced. How would you explain their decisions?

Comparison of Genocides-Mass Atrocities

Cambodia-Iraq-Germany-Rwanda-The former Yugoslavia

1. How do the perpetrators categorize their victims?
2. How do the perpetrators categorize themselves and their people?
3. What symbols do the perpetrators use when referring to the victims?
4. How do the perpetrators dehumanize their victims?
5. Why do you think the perpetrators need to dehumanize their victims?
6. How do the perpetrators deal with those who oppose their treatment of victims?
7. How do the perpetrators prepare for dealing with their victims?
8. How do the perpetrators kill their victims?
9. How do the perpetrators organize this killing?
10. What ideological or cultural values do the perpetrators use to justify their actions?
11. What benefits do the perpetrators gain with their actions to their victims?
12. What values or reasons explain the victims' resistance to the perpetrators?
13. What values or reasons explain the victims' to obedience to the perpetrators?
14. How do the victims' experiences affect their mental selves?
15. How do the victims' experiences affect their physical selves?

16. How do the victims' experiences affect their spiritual selves?
17. How do the victims' experiences affect their relationships with others?
18. How do the victims' experiences affect their communities?
19. How do the victims' experiences affect their worldview?
20. What historical events seem to precede the mass atrocities?
21. What modern events or factors seem to encourage the mass atrocities?
22. What common themes can you draw in the victims and perpetrators' experiences?
23. Describe some of the decisions that the victims and perpetrators' faced. How would you explain their decisions?
24. How would you explain why certain people were victims and certain people were perpetrators? How do you think the victims and perpetrators would answer this?
25. How would you explain the reasons for why mass atrocities occur at a societal level? What must societies have in order to justify mass atrocities?
26. How would you explain the reasons for why mass atrocities occur on an individual level? What must a perpetrator have in order to justify his actions?
27. How could one prevent genocide and mass atrocities from occurring knowing these things? At a societal level? At an individual level?

FINAL EXAM*
ANSWER SHEET
HISTORY OF DEMOCRATIC KAMPUCHEA: 1975-1979

Part I: Knowledge of the History of Democratic Kampuchea
[35 questions x 1.5 points per question = 52.5 points]

- When did the Khmer Rouge take control of Cambodia?
 - June 17, 1970
 - April 17, 1974
 - April 17, 1975**
 - April 17, 1979
- What did the Khmer Rouge do with people living in the cities?
 - They forced them to leave and go to work in the rural areas.**
 - They forced them to work in the city making weapons.
 - They forced them to leave the city after several months of planning.
 - They forced them to remain in the city for protection against bombs.
- What was the reason(s) that the Khmer Rouge gave for emptying the cities?
 - They told people that America was going to bomb Phnom Penh
 - They told people that they were forced to empty the cities because there was a lack of facilities and transportation to bring food to the cities.
 - Pol Pot later said the evacuation was necessary in order to break up an "enemy spy organization."
 - All of the above**
- Approximately, how many lives were claimed under the Khmer Rouge regime?
 - Between 80,000 and 100,000
 - Between 1.7 to 2 million**
 - Between 80 million and 90 million
 - Between 10,000 and 20,000
- What was the ideology of the Cambodian communist movement?
 - Marxist-Leninist**
 - Democratic socialism
 - Parliamentarian democracy
 - None of the above
- In March 1970 who launched a successful coup to depose Prince Sihanouk as head of state?
 - Pol Pot
 - Marshal Lon Nol**
 - Khieu Sampan
 - Ta Mok
 - Nuon Chea
- What was Pol Pot's original name?
 - Pol Pot was his real original name
 - Kaing Guek Eav
 - Saloth Sar**
 - None of the above



A Khmer Rouge postcard during the war. Source: DC-Cam Archives.

- Where did Pol Pot become a member of the Communist party?
 - Phnom Penh, Cambodia
 - Hanoi, Vietnam
 - Beijing, China
 - Paris, France**
- When did Pol Pot become prime minister of Democratic Kampuchea?
 - 1976**
 - 1972
 - 1979
 - 1980

10. When did Pol Pot die?
- April 15, 1998
 - April 15, 2000
 - April 15, 1980
 - April 15, 1979
11. When did Nuon Chea defect to the Royal Government of Cambodia?
- 1980
 - 2000
 - 1979
 - 1998
12. Which countries supported the Khmer Rouge in their struggle for power?
- China
 - Vietnam
 - Both (a) and (b)**
 - None of the above
13. From January to August 1973, the Khmer Republic government was assisted by what government?
- Vietnam
 - The Soviet Union
 - The United States**
 - All of the above
14. The United States dropped about a half a million tons of bombs on Cambodia. How did the bombing affect the Khmer Rouge?
- It assisted the Khmer Rouge by weakening the occupying-Vietnamese forces.
 - It assisted the Khmer Rouge by decimating Lon Nol's forces.
 - It may have postponed the Khmer Rouge victory for two years.**
 - None of the above
15. How did the US bombing affect the Khmer people?
- It did not kill very many Cambodians and thus did not affect the Khmer people significantly.
 - It killed as many as 300,000 Cambodians. Many lost family members. Many joined the Khmer Rouge as a way to oppose the US-backed government of Marshal Lon Nol.**
 - It killed several hundred Cambodians. However, rather than joining the Khmer Rouge, most Cambodians thought that the bombing was a necessary step in protecting Cambodia from Vietnamese forces.
 - None of the above.
16. What happened to many members of Prince Sihanouk's family under the Khmer Rouge?
- About twenty members of his family died, and at least seven other members of the royal family were executed at Toul Sleng prison.**
 - All escaped the country to China where they survived the regime.
 - All remained within Cambodia where they held influential positions in the DK regime.
 - All remained within Cambodia where they were put on house arrest for the duration of the regime.
17. Who was President of People's Representative Assembly?
- Nuon Chea**
 - Pol Pot
 - Vorn Vet
 - None of the above
18. Who was Prime Minister?
- Nuon Chea
 - Ieng Sary
 - Pol Pot**
 - None of the above
19. Who was Deputy Prime Minister and Minister of Foreign Affairs?
- Pol Pot
 - Ieng Sary**
 - Nuon Chea
 - Vorn Vet
20. Who was Deputy Prime Minister and Minister of National Defense?
- Ieng Sary
 - Vorn Vet
 - Pol Pot
 - Son Sen**
21. How did collectivization affect Cambodian families?
- Families were united and allowed to work together. Husbands and wives worked together with their children on the same work sites.
 - Families were separated only when their expertise required separation. Generally speaking, efforts were made to keep families together when possible.
 - Families were split up and people were assigned to work groups. Husbands and wives were separated, and children were separated from their parents and assigned to work at separate work sites.**
 - While the husbands and wives were allowed to stay together, children were often separated from their parents in order to assist them in their education.
22. What were the two major priorities of Democratic Kampuchea?
- Collectivization in order to cultivate rice and national defense**
 - Collectivization in order to cultivate rice and the improvement of education
 - National defense and education
 - National defense and industrial expansion
23. What does collectivization mean?
- It means that all family resources are pooled together for the common success of the family members.
 - It means that all private possessions (including kitchen utensils) are relinquished and used collectively. Private property is banned.**
 - It means that all government facilities are organized together under a common economic plan for the betterment of Khmer business and economic growth.
 - It means that all private possessions are shared by the community during the workday when needed for the betterment of the community. Upon completion of the work, the private property is returned to the individual owner.
24. What was the purpose of collectivization in Cambodia?
- The purpose was to transform Cambodia from an undeveloped agricultural country to a country that produced the most educated professionals in the world.
 - The purpose was to transform Cambodia from an undeveloped agricultural country to a modern country based on Buddhist principles.
 - The purpose was to transform Cambodia from an undeveloped agricultural country to a**

- modern agricultural country.
- d. None of the above.
25. Why did the Khmer Rouge establish cooperatives?
- To facilitate the abolition of private ownership and socialism, and to strengthen the status of the wealthy class.
 - To facilitate the abolition of public ownership and socialism, and to strengthen the status of academics and scientists.
 - To facilitate the abolition of private ownership and capitalism, and to strengthen the status of workers and peasants.
 - None of the above
26. What were the two new classes established under the Khmer Rouge?
- The old people and the new people
 - The base people and the new people
 - The base people and the old people
 - The rich people and the poor people
27. What was the primary focus of attention in Khmer Rouge education?
- Religious indoctrination
 - Scientific studies
 - Political indoctrination
 - Both (a) and (b)
28. Which characteristic below is one characteristic shared by “base people.”
- They were not allowed to vote, run for elections, and be chiefs of cooperatives.
 - They were allowed to vote, run for elections, and be chiefs of cooperatives.
 - They were generally put in prison for their relationship to the former regime.
 - They were allowed to vote but were prohibited from all leadership positions.
29. Name at least 2 characteristics of the “new people.”
- They were considered patriotic and were respected for their enthusiasm.
 - They were considered unreliable and often had minimal rights.
 - They were considered reliable and were given leadership positions.
 - Both (a) and (c).
30. Who were thought to be the “purest revolutionaries” under the Khmer Rouge?
- The intelligentsia
 - The wealthy elite
 - The poor peasants
 - None of the above
31. What groups of people were included under the label of “internal enemies?”
- Officials of the Khmer Republic government
 - Minority groups
 - Indigenous highlanders
 - All of the above
32. What type of prisoners was held in S-21?
- Almost all of its prisoners were Khmer Rouge cadres and soldiers accused of betraying the revolution.
 - Almost all of its prisoners were Vietnamese soldiers caught as prisoners of war.
 - Almost all of its prisoners were Khmer Rouge peasants.
 - Almost all of its prisoners were religious teachers.

33. Who was the head of S-21?
- Pol Pot
 - Kaing Guek Eav (Duch)
 - Ieng Sary
 - Nuon Chea
34. Within the S-21 interrogation unit, there were 3 sub-units. What were the sub - units called?
- The hot sub-unit; cold sub-unit; and the warm sub-unit
 - The hot sub-unit; the cold sub-unit; and the chewing sub-unit.
 - The hot sub-unit; the pain sub-unit; and the drowning sub-unit.
 - None of the above.
35. Why did Democratic Kampuchea fall?
- A weakened population
 - Clashes with Vietnam.
 - Both (a) and (b)
 - None of the above.

Part II: Understanding: Short-Answer Questions

[2 questions x 16 points = 32 points]

1. What were some of the results of collectivization and other Khmer Rouge policies? Name at least 4.

Possible Answers:

- Starvation as rice production was inadequate or not distributed to the population
- Widespread disease due to malnutrition from lack of food and lack of medicine.
- Executions as intellectuals, technicians, and former leaders of the last regime were killed.
- Lack of education as all universities and schools were closed.
- Inefficient use of labor because peasants with no technical experience were placed in factories to work.
- Inequality as soldiers and Khmer Rouge cadres ate while common people starved.

2. Name at least 4 effects of the regime on the Cambodian people?

Possible Answers:

- The regime left tens of thousands of widows and orphans.
- Several hundred thousand Cambodians fled the country.
- Millions of mines were laid which have led to thousands of deaths and disabilities since the 1980s.
- A large number of Cambodian people have psychological problems because their family members were lost and their spirits damaged.
- Many intellectuals, religious leaders, and former government officials were killed reducing Cambodia's capacity to rebuild its social and economic institutions.
- Many of those who opposed the regime were also killed.
- Religion, money and tradition were destroyed.
- Basic rights and needs were ignored and private property was confiscated.

Part III: Analysis: Essay Questions:

[2 questions x 8 points = 16 points]

1. Using the following slogans as a guide, describe Khmer Rouge ideology?

April 17 people are parasitic plants. They are the losers of the war and prisoners of war.

Do whatever Angkar orders you to do! You must completely fulfill the orders made by Angkar. Comrade, do not bargain!

It is better to arrest ten people by mistake than to let one guilty person go free.

2. Write a brief two paragraph essay on what Cambodia must do to heal from this horrible period in its history. Be sure to look not just at individual but also society.

Part IV: Curriculum Feedback (not graded)

The Documentation Center of Cambodia and the Ministry of Education would like your feedback on what you liked about this curriculum as well as what you think should be improved. Please be honest and constructive with your opinion. Try to offer at least three items you liked or would like to see more of in this curriculum and three items that you think need to be improved. Your opinion matters and will affect the development of curriculum for future students.

**NATIONWIDE DISTRIBUTION OF
A HISTORY OF DEMOCRATIC KAMPUCHEA (1975-1979)**

The Genocide Education Project began in 2005 with project leader, Khamboly Dy, conducting research and compiling data for the important task of creating the first ever textbook on Democratic Kampuchea. Since the textbook's publication in summer of 2007, DC-Cam has distributed over 300,000 copies to schools across Cambodia and plans to distribute another 700,000 so that every student in the country will have an individual copy. Below are photographs of the Center's most recent distribution efforts in summer 2009, following the first national teacher training workshop held in Phnom Penh from June 29- July 7, 2009 organized jointly by the Ministry of Education, Youth, and Sport.



Textbook distribution at a local high school in Kampong Thom province, September, 2009.
Photo by Pong-Rasy Pheng. Source: DC-Cam Archives.



Top: textbook distribution in Kampong Cham province, September 2009. Bottom: A young student reads *A History of Democratic Kampuchea* for the first time at Indra Devi High School in Tuol Kuok, Phnom Penh, September 2009. Photos by Pong-Rasy Pheng. *Source: DC-Cam Archives.*



Left: Cham Muslims in Kampong Cham province also looking at the textbook for the first time, October 2009. Right: a student speaks at the textbook distribution in Bun Rany Hun Sen Bati High in Takeo province, October, 2009. Bottom: H.E. Tun Sa Im passing out textbooks to students at Sisowat High School. Photos by Pong Rasy Pheng. *Source: DC-Cam Archives.*



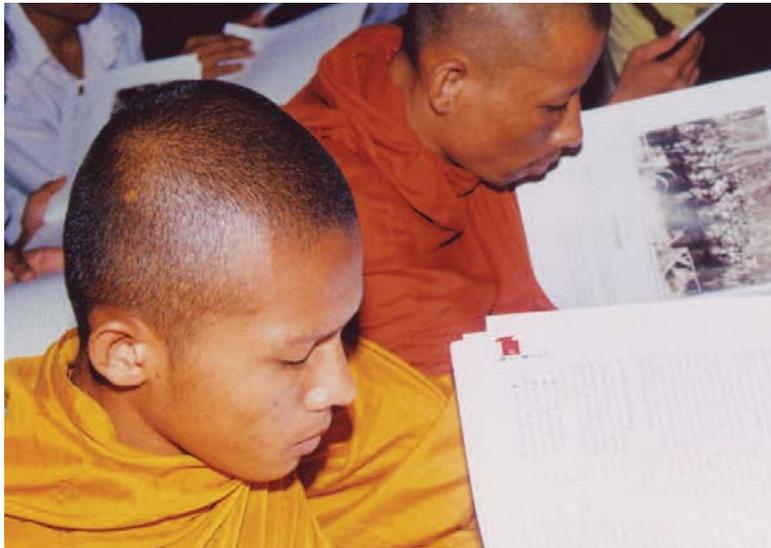


Top: a student speaks at the textbook distribution in Bun Rany Hun Sen Bati High in Takeo province, October, 2009. Photo by Pong Rasy Pheng. *Source: DC-Cam Archives.* Bottom: Former S-21 head of prison guard, Him Huy (in the blue shirt), and former S-21 child survivor, Nong Chan Phal (in the white shirt, right behind Huy) who lost his parents at S-21, distributing the textbook *A History of Democratic Kampuchea (1975-1979)* to students of Youkunthor High School in Phnom Penh, Cambodia. October 9, 2009. Photo by Heng Smith. *Source: DC-Cam Archives.*



Top: Khamboly Dy, author of *A History of Democratic Kampuchea*, at the textbook distribution in Kampong Thom province, September 2009. Bottom: a female student of Samdech Ov High School reads from the textbook in Takeo province, October 2009. Photos by Pong-Rasy Pheng. *Source: DC-Cam Archives.*





Top: book distribution in Ounaloum Pagoda, Phnom Penh, May 2009. Bottom: book distribution in Pour un Sourire d'Enfant, Phnom Penh, May 2009. Source : DC-Cam Archives.





ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

គណៈកម្មាធិការ
ឧត្តសន្តវ័ន្តក្នុងការអប់រំនៃកម្ពុជា
លេខ: ១៩៣/២៩... គ.ម.ស.ស.ណ

រាជធានីភ្នំពេញ ថ្ងៃទី ១៩ ខែ ឧសភា ឆ្នាំ២០០៩

ប្រធាន គណៈកម្មាធិការឧត្តសន្តវ័ន្តក្នុងការអប់រំនៃកម្ពុជា
ជម្រាបជូន

ឯកឧត្តម លោក លោកស្រី សាកលវិទ្យាធិការ ឆាយក ឆាយីការ នៃគ្រឹះស្ថានឧត្តមសិក្សា

កម្មវត្ថុ: ការបញ្ជូលកម្មវិធីសិក្សាប្រែប្រួលសម្រាប់ថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន។
យោង: លិខិតលេខ១៣៩៦ សជណ ចុះថ្ងៃទី១២ ខែតុលា ឆ្នាំ២០០៩ របស់វិទ្យាស្ថានគណៈកម្មាធិការ

តបតាមកម្មវត្ថុ និងយោងខាងលើ គណៈកម្មាធិការឧត្តសន្តវ័ន្តក្នុងការអប់រំនៃកម្ពុជា សូមជម្រាបជូន ឯកឧត្តម លោក លោកស្រី សាកលវិទ្យាធិការ ឆាយក ឆាយីការ នៃគ្រឹះស្ថានឧត្តមសិក្សា ប្រាប់ថា គ្រឹះស្ថានឧត្តមសិក្សា ត្រូវបញ្ជូលកម្មវិធីសិក្សាប្រែប្រួលសម្រាប់ថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ដូចខាងក្រោម:

១. វប្បធម៌វិបធម៌ ទំនៀមទម្លាប់ ប្រពៃណីខ្មែរ
២. ចរាចរ
៣. គ្រឿងញៀន
៤. ជំងឺអេដស៍
៥. ប្រវត្តិសាស្ត្ររបបកម្ពុជាប្រជាធិបតេយ្យ (របបប៊ុលណេ)
៦. បណ្តាប្រឈមនាពេលបច្ចុប្បន្ន។

ចំពោះ វប្បធម៌ វិបធម៌ ទំនៀមទម្លាប់ ប្រពៃណីខ្មែរ និងប្រវត្តិសាស្ត្ររបបកម្ពុជាប្រជាធិបតេយ្យ (របបប៊ុលណេ) គ្រឹះស្ថានឧត្តមសិក្សា ត្រូវពិនិត្យលើកម្មវិធីសិក្សាថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋានដែលកំពុងអនុវត្តបច្ចុប្បន្ន។ ក្នុងករណី ពុំទាន់មានខ្លឹមសារខាងលើក្នុងកម្មវិធីសិក្សាទេ គ្រឹះស្ថានឧត្តមសិក្សា ត្រូវធ្វើសំណើសុំប្រែប្រួលខ្លឹមសារ ទាំងនោះ មក គ.ម.ស. ដើម្បីពិនិត្យ និងផ្តល់ការយល់ព្រម។

ចំពោះ ចរាចរ គ្រឿងញៀន ជំងឺអេដស៍ និងបណ្តាប្រឈមនាពេលបច្ចុប្បន្ន គ្រឹះស្ថានឧត្តមសិក្សាអាច រៀបចំសិក្ខាសាលា បទឧទ្ទេសនាម បឋកថា និងសកម្មភាពផ្សេងៗទៀត ដល់សិស្សិកថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ដោយមានការអនុញ្ញាតចូលរួមពីភ្នាក់ងារពាក់ព័ន្ធ។

ការបញ្ជូនមុខវិជ្ជាខាងលើក្នុងកម្មវិធីសិក្សាថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ប្រវែងអនុវត្តចាប់ពីឆ្នាំសិក្សា ២០០៩-២០១០ នេះតទៅ។

អាស្រ័យដូចបានប្រកាសដូចខាងលើ សូមឯកឧត្តម លោក លោកស្រី សាកលវិទ្យាធិការ នាយក នាយិការ នៃគ្រឹះស្ថានឧត្តមសិក្សាទាំងអស់ ជ្រាប និងចាត់ចែងអនុវត្តតាមការគួរ។

គ.ប. ប្រធាន គណៈកម្មាធិការឧត្តមសិក្សាស្រុកស្រីសោភ័ណ



ចម្លងជូន៖

- ក្រសួងអប់រំ យុវជន និងកីឡា
- ក្រសួងសេដ្ឋកិច្ច និងហិរញ្ញវត្ថុ
- ក្រសួងមហាផ្ទៃ
- ក្រសួងការពារជាតិ
- ក្រសួងសុខាភិបាល
- ក្រសួងវប្បធម៌ និងវិចិត្រសិល្បៈ
- ក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និងនេសាទ
- ក្រសួងធម្មការ និងសាសនា
- ក្រសួងការងារ និងបណ្តុះបណ្តាលវិជ្ជាជីវៈ
- ក្រសួងសាធារណៈការ និងដឹកជញ្ជូន
- ឯកសារ-ការបញ្ជូន

Kingdom of Cambodia
Nation Religion King

Accreditation Committee of Cambodia
No. 193/09 ACC/SSR
Phnom Penh, October 19, 2009

Chairman of the Accreditation Committee of Cambodia
Address to
Rectors and Deans of Higher Educational Institutions

Objective: To include additional curricula into the basic academic year
Reference: Letter No. 1369 SSR dated October 12, 2009 from the Ministry of the Council of Ministers

Pursuant to the objective and reference above, the Accreditation Committee of Cambodia would like to inform Rectors and Deans of higher educational institutions that all higher educational institutions must include the following subjects into their basic academic year:

1. Culture, Civilization, Tradition and Khmer Custom
2. Traffic
3. Addictive Drug
4. AIDs
5. Democratic Kampuchea History (the Pol Pot Regime)
6. The Present Challenging Issues

For the subjects on Culture, Civilization, Tradition, Khmer Custom and Democratic Kampuchea History (Pol Pot Regime), higher educational institutions shall examine the curricula of the basic academic year that are being implemented in the present. In the case that the existing curricula do not contain the contents on the above subjects, higher educational institutions have to request to add more content to the ACC to review and endorse.

For the subjects on Traffic, Addictive Drug, AIDs and Present Challenging Issues, higher education institutions shall hold workshop, presentations, speeches and other promotional activities to the students in the basic academic year by inviting guest speakers relevant to these subjects.

The inclusion of the above subjects to the basic academic year shall be implemented from this academic year 2009-2010.

As the above mentions, please Rectors and Deans of higher educational institutions be informed and implement this direction.

On behalf of Chairman of the Accreditation Committee of Cambodia
General Secretary

(Signature and Seal)

Dr. Tech Samnang

- Copy:
- Ministry of Education, Youth and Sport
 - Ministry of Economy and Finance
 - Ministry of Interior
 - Ministry of National Defense
 - Ministry of Health
 - Ministry of Culture and Fine Arts
 - Ministry of Agriculture, Forestry and Fisheries
 - Ministry of Religions and Cults
 - Ministry of Labor and Vocational Training
 - Ministry of Public Works and Transport



A pagoda in Phnom Srok district, Banteay Mean Chey province. Used as a rice warehouse by the Khmer Rouge, this pagoda is located between Preah Neth Preah and Phnom Srok districts where one of the largest Khmer Rouge irrigation sites called Trapeang Thmar was built. According to a DC-Cam interview with, former Khmer Rouge Northwestern Zone's Preah Neth Preah district chief, Im Chem, in March 2007, the Trapeang Thmar dam was built entirely by manual labor and young workers slept at the site. Photo by Youk Chhang. *Source: DC-Cam archives.*

