

TIP for China  
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## The Rape of Nanking/The Holocaust

Grade Level 10-12

Time: Since the movies are quite long, it will depend on whether the entire movies are shown or only excerpts and how much class time is spent on discussion and assessments.

Materials: The DVDs *Uprising* and *Nanking*. Since these movies are very graphic, parental consent might be advised prior to student viewing. Computers with internet and colored printer access are also required. The article "The Railway Man: a POW's Searing Account of War, Brutality and Forgiveness" available at [www.accessmylibrary.com/article-1G1-55182824/railway-man-pow-searing.html](http://www.accessmylibrary.com/article-1G1-55182824/railway-man-pow-searing.html). Students will also use the website [www.genocide.org](http://www.genocide.org) to research statistics. Students will be able to access technology tools to create charts and timelines.

Objective: Students will gain an understanding of genocide as it happened during the German Holocaust and the Rape of Nanking. Students will also be asked to answer the question "Why was Germany forced to accept the guilt for the Holocaust while the Japanese were never asked for an apology or forced to accept guilt?" Students will have an understanding of the role Germany and Japan were about to play in Cold war politics.

Procedure: Students will have already completed the study of World War II in both the European and Asian theaters. Students will discuss genocide after visiting [www.genocide.org](http://www.genocide.org). *Uprising* is an account of the Jewish resistance in the Warsaw ghetto. *Nanking* is an account of the Japanese slaughter in the Chinese in the city of Nanking. After viewing both movies, students will discuss the similarities and differences of the two genocides. Students will discuss the actions of the Westerners who stayed behind to help the Chinese to those of the Righteous Diplomats of Europe who helped the Jews.

Assessments:

1. Students will create a bilateral timeline of events (which may be provided by the teacher) leading to and following the genocides.
2. Students will create a chart comparing and contrasting the two events. (Teacher may provide some specific items to be addressed).
3. Students will write a 2-3 page paper answering the question stated in the objective.