Overview
In this classroom video, social studies teacher Wendy Harlow teaches the second part of a two-part lesson titled The Range of Choices. In Part II, Ms. Harlow breaks her students into small groups and has them consider four primary source readings from Crimes Against Humanity and Civilization: The Genocide of the Armenians. In each group, students must apply what they learned from Part I of the lesson: namely, the various roles individuals can play—bystander, upstander, collaborator, victim, and perpetrator. Using the Facing History lesson The Range of Choices as her guide, Ms. Harlow complicates her students’ thinking as they grapple with the challenges of assigning discrete roles to each individual they encounter in their readings; lines are blurred, roles are more complex than they seem, and students are left with more questions than answers. This complexity is valuable as students consider their own choices and begin to understand that human behavior rarely falls squarely into one particular category.

As you watch, consider the following:
1. Why does the teacher break students into groups for this activity, rather than having each student consider the readings independently?
2. At 2:13, a student reflects on one of the readings: "But really, did he even do much? He just protested. He just wrote a letter. He didn't really do anything to stop [the genocide of the Armenians]." How might you have responded to this student?
3. At 3:40, Ms. Harlow recounts the words of a student struggling with the lesson: "There’s right, there’s wrong, and then there’s this third option that’s not right, it’s not wrong, it's—I don’t know what it is..." How might you, as an educator, unpack this “third option” notion in your classroom?

In this video:
Wendy Harlow, teacher
12th grade, Norfolk County Agricultural High School
Walpole, MA

Video Goals:
The purpose of watching this video is to:
• Examine how to use primary and secondary sources with students as they learn about the range of choices available to individuals, groups, and nations in response to the Armenian Genocide
• Witness how to implement The Range of Choices lesson plan
• Observe students wrestling with the dilemmas facing individuals, groups, and nations responding to genocide in a time of war
• Consider the dilemmas people face as they grapple with how to act in the face of mass violence

Lesson Resources:
• Lesson Plan: The Range of Choices
• Unit Plan: Crimes Against Humanity and Civilization: The Genocide of the Armenians
• Crimes Against Humanity and Civilization: The Genocide of the Armenians