



CLASSROOM VIDEO • VIEWING GUIDE

# A RANGE OF CHOICES: IN ACTION

## Overview

In this classroom video, social studies teacher Wendy Harlow teaches the second part of a two-part lesson based on the materials in Chapter 5: The Range of Choices in *Crimes Against Humanity and Civilization: The Genocide of the Armenians*. 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 *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.

## Questions to Consider

1. Why does the teacher break students into groups for this activity, rather than have 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?

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## Featured

### Wendy Harlow

Teacher

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## Video Goals

- **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.
- **Observe** students wrestling with the dilemmas faced by 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

- **[Crimes Against Humanity and Civilization: The Genocide of the Armenians](#)**