



CLASSROOM VIDEO • VIEWING GUIDE

# A RANGE OF CHOICES: TERMINOLOGY

## Overview

In this classroom video, social studies teacher Wendy Harlow teaches the first 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 I, Ms. Harlow reviews with her students the essential terminology of human behavior they will need to engage deeply with the primary source readings included in Part II. This terminology includes *dilemma*, *bystander*, *upstander*, *collaborator*, *victim*, and *perpetrator*. It is important to recognize that it is not these labels themselves, as words, that matter; it is the way we think and talk about the actions (or inactions) of

others that helps us both to understand history and to make connections to the choices we all make in the present. In addition, it is important to remember that individuals and groups usually do not fit into only one category. Instead, they may move into and out of these roles throughout their lives.

Despite those limitations, these terms can help students like those in the video to think about the agency of individuals, groups, and nations—their ability to recognize the options available to them and make choices that impact their own lives, the lives of others, and the course of history. By reflecting on the agency of individuals, groups, and nations in historical

context, we can better understand the possibility and power of the choices available to us today. Using the Facing History lesson *The Range of Choices* as her guide, Ms. Harlow challenges her

students to come up with definitions collaboratively, drawing on their prior historical knowledge of the Armenian Genocide.

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## Questions to Consider

1. Why does Ms. Harlow have her students learn the terminology in a whole-class discussion rather than have them look up definitions on their own?
2. At **2:35**, Ms. Harlow says that “past students have had trouble determining what would be considered a perpetrator, what would be considered a collaborator.” Why do you think that is the case? What could you do as an educator to delineate those roles, and why is it important to do so?
3. At **3:08**, just a few minutes after a classroom discussion that situated Germany firmly as a collaborator during the Armenian genocide, a student says that she believes Germany served as a bystander. How does Ms. Harlow respond? How might you have responded in that moment?

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## Featured

### Wendy Harlow

Teacher

12th Grade

Norfolk County

Agricultural High School

Walpole, MA

## Video Goals

- **Consider** how to teach essential terminology in a way that resonates with students.
- **Witness** how to implement *The Range of Choices* lesson plan.
- **Observe** students grappling with the dilemmas facing individuals, groups, and nations responding to genocide in a time of war.

## Lesson Resources

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