



## **DANGER OF THE PRINTED WORD**

### Media and the Armenian Massacres

Recommended Grade Levels: 11 - 12

Course/Content Area: Honors/AP World History; Journalism

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#### **ESSENTIAL QUESTIONS:**

- How did the media within the Ottoman Empire and throughout the international community portray the Armenian massacres?
- What impact did the media coverage have on political, humanitarian, and economic actions taken to intervene in the massacres?
- Was the media coverage biased in any way and what impact did that have on the outcome of the massacres?

**SUMMARY:** This lesson is part of a larger unit studying genocide. The students have completed their notes about World War I and the Armenian massacres and are ready to utilize their knowledge and explore the role of the media during the massacres. This part of the lesson specifically looks at the Armenian massacres as a launching point for 20th century genocides. The primary focus of the project is to delve into the role the media plays in chronicling and sharing the events of the Armenian massacres as well as the impact it has on the outcome of the massacres and the reaction of the international community.

**STANDARDS ALIGNMENT:** See Appendix D for Common Core and national standards alignment.

**TIME NEEDED:** Five 50-minute class periods.

**OBJECTIVES:** *Students will:*

- Describe the contributing factors, events and outcomes of the Armenian massacres.
- Identify and discuss the issues raised by the role of the media in reporting the Armenian massacres.
- Analyze what role imperialism, militarism, the alliance system, and nationalism played not only in World War I itself but also in the treaty process.
- Explain how media bias contributed to the Armenian massacres.

**INTERDISCIPLINARY:** World War One Elective; Global Cultures; 20th Century History

**THEMES & CONNECTIONS:** This lesson can be included in a unit study of the First World War, but can also be used as stand-alone practice to assess documents and images and write formally using citations.

**MATERIALS NEEDED:**

- Computers
- Newspapers for examples
- Printouts of newspaper articles from the Armenian massacres
- Class copies of Appendixes B and C

# BACKGROUND INFORMATION:

The Committee of Union and Progress has control of the Ottoman Empire during World War I until it is dissolved and the Republic of Turkey is founded in 1923. During this time students will create a system of eliminating the Armenian population, whom they viewed as a threat to the exclusive Turkish state they were creating.

## LESSON:

### PRE-ASSESSMENT:

- “Media.” This is the opening question posed to students as the lesson opens. The word is written on the board and the students are asked to write whatever that means to them. As they build on the word, they are instructed to think of how the term media has changed since World War I.
- As the discussion continues the students are asked to remember that the world during World War I was not as interconnected as it is today. Technology has made it easier to communicate, but it was not that way when news of the Armenian massacres began to seep out of the Ottoman Empire.

### DIRECTIONS:

- This lesson is student-centered. They will have four in-class days (and outside of-class time if necessary) to complete their tasks.

### Lesson Introduction

- To make the students aware of the task ahead, share the news article in Appendix A. You can project this on a screen. Have them discuss what they have read. (Note: This will also be on the assignment page.)
- Distribute the assignment (Appendix B). Go over the directions. Pass out copies of newspapers so students may see what the components of their assignment should look like when finished. Have these newspapers available in the room while they are working on their own newspapers.

### The Assignment: In-class

- Students are divided into groups and choose a year from 1915-1923. Each year represents one year of the Armenian massacres.
- The groups create two newspapers showing two different perspectives from the massacres—the international community and the Ottoman/Armenian.
- Each newspaper must include two editorial pieces, two advertisements, one political cartoon, and four news articles. Each has to follow proper newspaper format and exhibit proper research.
- On Day Five, student groups will share their newspapers with other groups so they can discover what happened throughout the 1915-1923 period.

### POST-ASSESSMENT:

- As part of the evaluation process, the students are given a short essay assignment. They are provided the objective questions (Appendix C) and asked to answer one of them utilizing information from the various newspapers compiled by the class.
- Because the newspaper-share may take the entire class period, this writing piece can be completed for homework.

### MODIFICATIONS/ACCOMODATIONS:

- Variations are added to the lesson to take into consideration any time or scheduling conflicts. The class sizes represented are 20-25. To accommodate larger class sizes, the teacher can do one of two things depending on how many more students there are: group sizes can be increased, years can be divided between two groups (one given the Ottoman/Armenian and the other the international community perspective) and the groups do more detailed newspapers, or the newspapers can be done from a modern perspective if the class sizes are smaller and each year cannot be done.
- Though this lesson has been designed for an honors-level class, if the class has students with an IEP or 504 Plan which require accommodations, one helpful aid would be to provide them a copy of the lesson bibliography so they have a starting place for their research.



# APPENDIX A:

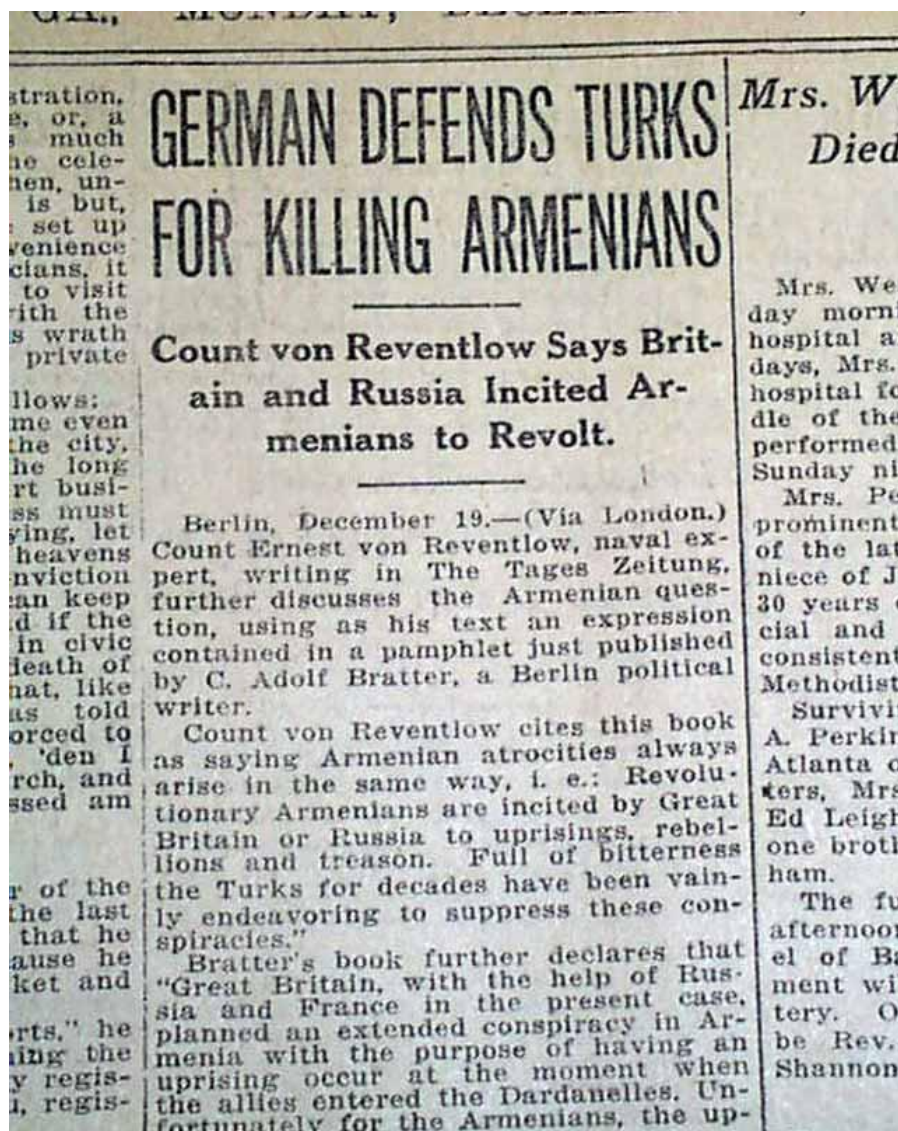


"German Defends Turks for Killing Armenians." *The Atlanta Constitution*, December 20, 1915. The Atlanta Constitution, December 20, 1915. Page 4.

<https://newspaperarchive.com/us/georgia/atlanta/atlanta-constitution/1915/12-20/page-4/>.

## APPENDIX B:

# Read all about it!



### The Danger of the Printed Word: Media and the Armenian Genocide

**Purpose:** The media has long had a history of informing the public of events happening around the globe. The stories told and their impact, however, vary. In the case of the Armenian Genocide, the news was spread globally but action did not come. The goal of this project is to explore the role of the media in the Armenian Genocide.

**Directions:** The goal of each group is to produce two newspapers for a given year of the Armenian Genocide. Each newspaper will represent a different perspective: the Ottoman and Armenian perspective and the international community perspective. It is important that the publications exhibit research into the topic.

**Guidelines:**

- Each newspaper must follow the proper format. (Examples will be shown in class.)
- Each must include at least two editorial pieces, two advertisements, one political cartoon, and four news articles.
- Each must have the proper titles and dates.
- Newspapers must NOT be printed front and back.

## APPENDIX C:

### Danger of the Printed Word: Media and the Armenian Massacres Essay Assignment

Answer one of the following prompts utilizing the information learned from the newspaper activity. Each answer must be given in the standard essay format (typed).

- Describe the contributing factors, events and outcomes of the Armenian massacres.
- Identify and discuss the issues raised by the role of the media in reporting the Armenian massacres.
- Analyze what role imperialism, militarism, the alliance system, and nationalism played not only in World War I itself but also in the treaty process.
- Explain how media bias contributed to the Armenian massacres.



# APPENDIX D: STANDARDS ALIGNMENT

## Common Core College and Career Readiness Anchor Standards for Reading for students in grades 6–12:

*CCSS.ELA-Literacy.CCRA.R.1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*CCSS.ELA-Literacy.CCRA.R.2:* Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*CCSS.ELA-Literacy.CCRA.R.3:* Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

*CCSS.ELA-Literacy.CCRA.R.4:* Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*CCSS.ELA-Literacy.CCRA.R.5:* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

*CCSS.ELA-Literacy.CCRA.R.6:* Assess how point of view or purpose shapes the content and style of a text.

*CCSS.ELA-Literacy.CCRA.R.7:* Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*CCSS.ELA-Literacy.CCRA.R.8:* Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*CCSS.ELA-Literacy.CCRA.R.9:* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*CCSS.ELA-Literacy.CCRA.R.10:* Read and comprehend complex literary and informational texts independently and proficiently.

## Common Core English Language Arts Standards for History/Social Studies for students in grades 9-10

*CCSS.ELA-Literacy.RH.9-10.1:* Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

*CCSS.ELA-Literacy.RH.9-10.2:* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

*CCSS.ELA-Literacy.RH.9-10.3:* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*CCSS.ELA-Literacy.RH.9-10.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

*CCSS.ELA-Literacy.RH.9-10.5:* Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

*CCSS.ELA-Literacy.RH.9-10.6:* Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

*CCSS.ELA-Literacy.RH.9-10.8:* Assess the extent to which the reasoning and evidence in a text support the author’s claims.

*CCSS.ELA-Literacy.RH.9-10.9:* Compare and contrast treatments of the same topic in several primary and secondary sources.

*CCSS.ELA-Literacy.RH.9-10.10:* By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **Common Core English Language Arts Standards for History/Social Studies for students in grades 11-12**

*CCSS.ELA-Literacy.RH.11-12.1:* Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*CCSS.ELA-Literacy.RH.11-12.2:* Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

*CCSS.ELA-Literacy.RH.11-12.3:* Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

*CCSS.ELA-Literacy.RH.11-12.4:* Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

*CCSS.ELA-Literacy.RH.11-12.5:* Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

*CCSS.ELA-Literacy.RH.11-12.6:* Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

*CCSS.ELA-Literacy.RH.11-12.7:* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

*CCSS.ELA-Literacy.RH.11-12.8:* Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

*CCSS.ELA-Literacy.RH.11-12.9:* Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*CCSS.ELA-Literacy.RH.11-12.10:* By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

### **National Standards for English Language Arts (Developed by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE).)**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**The National Standards for History are presented by The National Center for History in the Schools**

U.S. History:

*NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)*

The student in grades 5-12:

Understands the changing role of the United States in world affairs through World War I.

World History:

*NSS-WH.5-12.8 Era 8: A Half-Century of Crisis and Achievement, 1900-1945*

The student in grades 5-12:

Understands the causes and global consequences of World War I.

**National Standards for Social Studies Teachers prepared by National Council for the Social Studies**

Thematic Standards:

I. Culture and Cultural Diversity

II. Time, Continuity, and Change

III. People, Places, and Environments

IV. Individual Development and Identity

VI. Power, Authority, and Governance

IX. Global Connections

X. Civic Ideals and Practices

## WORKS CITED/ANNOTATED BIBLIOGRAPHY:

Charny, Israel W. ed. *Encyclopedia of Genocide*. Santa Barbara, CA: ABC-Clio, 1999.

- News articles about the Armenian massacres.

El-Ghusein, Fá'iz. *Martyred Armenia*. New York: George H. Doran Company, 1998.

- First-hand account of the events of the massacres.

Hanssen, Hans Peter. *Diary of a Dying Empire*. London: Kennekat Press, 1955.

- Discusses the role the Weimar Republic had in the Armenian massacres.

Hartunian, Abraham H. *Neither to Laugh nor to Weep: A Memoir of the Armenian Genocide*. Boston: Beacon Press, 1968.

- Firsthand account of an Armenian Protestant pastor who survived the massacres and came to the U.S.

Kloian, Richard Diran. *The Armenian Genocide, News Accounts from the American Press: 1915-1922*. Berkeley: Anto Printing, 2005.

- Gives newspaper accounts from the massacres and analytical thinking problems.

Toynbee, Arnold J. *The Murderous Tyranny of the Turks*. New York: George H. Doran Company, 1998.

- Discusses the events of the Armenian massacres.

Weber, Frank G. *Eagles on the Crescent: Germany, Austria and the Diplomacy of the Turkish Alliance, 1914-1918*. London: Cornell University Press, 1970.

- Analyzes the role Germany played in the massacres.

Young, Peter, ed. "Genocide in Turkey." *History of the First World War* vol 3 no 16, 1970.

- Discusses the events of the massacres.

Young, Peter, ed. "The Armenians After the War." *History of the First World War* vol 8 no 8, 1971.

- Explores the hopes of the Armenians after the end of World War I and the bitter disappointment when the massacres continued.

Young, Peter, ed. "The End of the Ottoman Empire." *History of the First World War* vol 8 no 8, 1971.

- Provides information about the process of dissolving the Ottoman Empire and the creation of the Republic of Turkey under the