

A Historical Enquiry for History Students (Secondary)

This enquiry is based on the Denise Affonço case study. You will find additional ways to explore and unpack this topic in the primary/secondary Citizenship lesson.



Map of Cambodia ©Lonely Planet Images

Share Denise's story with students before challenging them to investigate one of these questions.

Enquiry Questions

It takes many years for a country to recover from genocide: How far is this true?

Or

Why might it be difficult to discover who is guilty of a crime of genocide?

The additional question cards overleaf can be used to stimulate group discussion. **Ask** students to talk together and/or conduct their own research and compose brief answers to one or two of these questions. Then use the answers to help the class draw conclusions on the chosen main question.

What are the key historical points in this story?	How did I feel when I heard how Denise and her family were treated? Why?	What things happened to Cambodian children when the Khmer Rouge controlled Cambodia?	What did the Khmer Rouge destroy?	Why is it difficult to prove that someone is guilty of war crimes or genocide?	How can the testimony of survivors help and inform historians?
What happens to society when schools and colleges are closed down?	What would happen to London, Glasgow, Belfast or Cardiff if everyone was ordered to leave?	Children who survived the years of Khmer Rouge rule are now adults. Why might some of them find it difficult to look after their own children?	Why does modern society need money?	What happened to Cambodian medical services?	Why didn't the 1970s global community take more notice of events in Cambodia?

Denise Affonço gave evidence at war crimes trials after the fall of the Khmer Rouge. In Cambodia, a new trial is taking place. Kaing Guek Eav (aka Duch), the head of the notorious torture prison Tuol Sleng (or S21) which operated during the Khmer Rouge regime, is accused of the murder of thousands of people.

Duch is being tried by a joint UN-Cambodian tribunal, the Extraordinary Chambers in the Courts of Cambodia (ECCC), which was established to prosecute the senior members of the regime. 'Duch on Trial' is a weekly TV programme broadcast in Cambodia which provides a summary of that week's developments in the on-going trial. You could **share** selected moments of the trial with students to help them consider the questions. **Ask** them to note how the defence and prosecution lawyers use the same evidence but present the defendant in a different light. The defence team claim that Duch obeyed orders to protect his family whilst the prosecution say he was a major decision maker. You should **view and select sections yourself** rather than give students full access to the film. The Foreign and Commonwealth Office link is below.

<http://ukincambodia.fco.gov.uk/en/working-with-cambodia/duch-on-trial>

When the Khmer Rouge were in control in Cambodia children were treated in the same way as adults. You will find the story of this stolen childhood in our Citizenship lesson and at the link below.

<http://www.everychild.org.uk/childstory-cambodia.html>

A similar enquiry, on the Holocaust, could be built around the Ben Helfgott, Hugo Gryn and Mosaic of Victims case studies and the theme paper for 2010 **The Legacy of Hope**.

In this case the key question should be

What evidence of hope can we find in Holocaust narratives?

With additional question cards overleaf.

What are the key historical points in this story?	How did I feel when I heard how Ben/Hugo/victims of Nazi persecution were treated?	What happened to Jewish children/Gypsy children in different areas of Nazi dominated Europe?	What did the Nazis destroy?	Why might it be difficult to prove who was actually responsible for acts of atrocity in different parts of Nazi dominated Europe?	How can the testimony of survivors help and inform historians?
What happens to society when different groups lose the right to be educated?	What would happen to a city like London, Belfast, Cardiff or Glasgow if a large group of people were suddenly ordered to leave?	Why didn't ordinary citizens of the Reich do more to help the victims of the Nazis?	What evidence is there of hope in the Holocaust stories you have explored?	What effects did building a ghetto have on a town or city?	What have Holocaust survivors contributed to British Society?