

# The Tasmanian Case, 1803-1847

Please have your students read the following case study located on **pages 170-176**

Madley, Benjamin. Patterns of Frontier Genocide 1803–1910: the Aboriginal, Tasmanians, the Yuki of California, and the Herero of Namibia. *Journal of Genocide Research*. Volume 6(2). June 2004, 167–192. (LINK: [https://gsp.yale.edu/sites/default/files/patterns\\_of\\_frontier\\_genocide.pdf](https://gsp.yale.edu/sites/default/files/patterns_of_frontier_genocide.pdf))

## Summative Assessment - Tasmanian Excerpt

1. When did European colonization of Australia begin to take shape?
  - a. 1788
  - b. 1803
  - c. 1820
  - d. 1847
2. What was the primary reason for conflict between indigenous Tasmanians and British settlers?
  - a. Religious differences
  - b. Political disputes
  - c. Economic competition
  - d. Cultural misunderstandings
3. What was the impact of imported food supplies on early British settlers in Tasmania?
  - a. They were sufficient to meet all nutritional needs.
  - b. They often arrived in poor condition, leading to health issues.
  - c. They were abundant, leading to surplus food.
  - d. They were unavailable due to trade restrictions.
4. What role did kangaroo meat play in the survival of early British settlers?
  - a. It was a delicacy enjoyed by the wealthy settlers.
  - b. It was used primarily for trade with indigenous Tasmanians.
  - c. It helped sustain settlers when other food supplies were insufficient.
  - d. It was forbidden for consumption by British authorities.
5. Why did economic tensions escalate between settlers and indigenous Tasmanians during British pastoral settlement?
  - a. The indigenous population willingly shared their land with settlers.
  - b. The British government provided ample resources to support both groups.
  - c. Settlers were granted vast territories that encroached on traditional indigenous hunting grounds.
  - d. Indigenous Tasmanians were compensated for their land and resources.

6. What political grievances motivated indigenous Tasmanians to resist British colonization?
- Violations of perceived political rights
  - Lack of access to education
  - Restrictions on religious freedom
  - Disagreements over trade policies
7. How did British military strategy contribute to the escalation of violence in Tasmania?
- British troops were well-trained in guerrilla warfare tactics.
  - British troops were insufficient in number and poorly equipped.
  - British troops had overwhelming firepower.
  - British troops successfully negotiated peace agreements with indigenous Tasmanians.
8. What was the purpose of declaring martial law in Tasmania in 1828?
- To establish a peaceful coexistence between settlers and indigenous Tasmanians
  - To legalize the killing of indigenous Tasmanians until they were all driven off the island
  - To provide military protection for indigenous Tasmanians
  - To initiate negotiations for indigenous land rights
9. What tactic did colonial forces employ to combat indigenous insurgency in Tasmania?
- Diplomatic negotiations
  - Ethnic cleansing
  - Economic sanctions
  - Military campaigns and massacres
10. What was the final phase of frontier genocide as described in the excerpt?
- Ethnic cleansing
  - Guerrilla warfare
  - Incarceration in ethnic gulags
  - Forced assimilation

#### KEY

- |       |       |
|-------|-------|
| 1. A. | 6. A  |
| 2. C. | 7. B  |
| 3. B  | 8. B  |
| 4. C  | 9. D  |
| 5. C  | 10. C |

**Notice on use of A.I. - the following prompts were used in support of the creation of the following supplementary materials.**

“Please help in preparing a ten question multiple choice quiz on the following excerpt” prompt. ChatGPT, 13 March. version, OpenAI, 12 March. 2024, chat.openai.com/chat

# Ten Stages of Genocide Handout

[Adapted from https://genocideeducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)

[Ten Stages of Genocide; Genocide Watch](#)

**Palawa (Tasmania) / Date(s):** \_\_\_\_\_

**1. CLASSIFICATION:**

All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

**CLASSIFICATION:** What specific examples can you provide for the following groups.

**2. SYMBOLIZATION:**

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the stage of dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups...

**SYMBOLIZATION:** What specific examples can you provide for the following groups?

**3. DISCRIMINATION:**

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be given full civil rights or even citizenship.....

<b>DISCRIMINATION:</b> What specific examples can you provide for the following groups.

**4. DEHUMANIZATION:**

Dehumanization is when one group treats another group as second-class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

<b>DEHUMANIZATION:</b> What specific examples can you provide for the following groups.

**5. ORGANIZATION:**

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

<b>ORGANIZATION:</b> What specific examples can you provide for the following groups.

**6. POLARIZATION:**

Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Extremist terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

<b>POLARIZATION:</b> What specific examples can you provide for the following groups.

**7. PREPARATION:**

National or perpetrator group leaders plan the elimination of a targeted group...They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim, “If we don’t kill them, they will kill us...”

<b>PREPARATION:</b> What specific examples can you provide for the following groups.

**8. PERSECUTION:**

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often confiscated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group....

<b>PERSECUTION:</b> What specific examples can you provide for the following groups.

**9. EXTERMINATION:**

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human (see dehumanization). When it is sponsored by the government, the armed forces often work with private armies to do the killing...

<b>EXTERMINATION:</b> What specific examples can you provide for the following groups.

**10. DENIAL:**

Denial is the tenth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile.

<b>DENIAL:</b> What specific examples can you provide for the following groups.

# Rubric - Palawa (Tasmanian)

## Criteria for Evaluation

1. Understanding: Demonstrates a clear understanding of each genocide stage.
2. Application: Accurately applies the stage to specific historical events of the assigned indigenous people.
3. Analysis: Analyzes the impact and implications of each stage within the context.
4. Clarity and Detail: Provides clear, detailed, and coherent descriptions.

## Scoring Levels (Example)

- 3- Excellent: Exceeds expectations in understanding, application, analysis, and detail.
- 2 - Good: Meets expectations with minor gaps in application or detail.
- 1 - Satisfactory: Meets basic expectations with some inaccuracies or vague descriptions.
- .5 - Needs Improvement: Shows minimal understanding and application with significant inaccuracies or has unclear explanations.
- 0 - Inadequate: Does not address the stage or is completely inaccurate.

Stages of Genocide	Understanding (0-3 Points)	Application (0-3 Points)	Analysis (0-3 Points)	Clarity and Detail (0-3 Points)	Total Points
Classification	Demonstrates thorough understanding of "us vs. them" dynamics.	Identifies early actions by British colonists distinguishing themselves from Aboriginal Tasmanians as superior.	Discusses the impact of classification on subsequent actions against Palawa (Tasmanians)	Descriptions are clear and detailed.	
Symbolization	Understands the use of symbols or language to enforce differences.	Might note the lack of specific symbols but discuss how language and cultural practices were used to mark Aboriginal Tasmanians as different or inferior.	Analyzes how symbolization contributed to further stages.	Detailed account using hypothetical or known historical symbols.	
Discrimination	Understands legal and social mechanisms of exclusion.	Includes how British colonial laws restricted movement, rights to the land, and access to resources.	Analyzes the role of these laws in facilitating further stages of genocide.	Clearly details the laws and their applications.	
Dehumanization	Explains the reduction of a group to a subhuman status.	Provides examples of how the British portrayed the Aboriginal Tasmanians as animal like	Explores how dehumanization made violent actions more acceptable to perpetrators.	Provides clear examples and explanations.	
Organization	Understands organized planning of genocidal acts.	Includes how the colonial administration organized the systematic oppression of the Aboriginal people, including through military and paramilitary activities.	Analyzes how organization escalated the genocide process	Details are specific to organized groups or efforts.	
Polarization	Explains how groups are driven further apart.	Discusses the enforcement of laws and policies that further separated the two groups.	Discusses how polarization increased violence or justified actions against Aboriginal Tasmanians	Clearly details specific events or policies.	
Preparation	Understands preparation for genocide.	Identifies the violent conflicts and systematic acquisition of lands which were traditionally owned by the Tasmanians.	Analyzes how these preparations facilitated genocide.	Detailed descriptions of preparatory actions.	
Persecution	Identifies targeted attacks on the group	Includes how the Indigenous Tasmanians were frequently rounded up, their settlements destroyed, and they were forced into areas that limited their freedom and economic opportunities	Discusses the impact of persecution on the survival of the Aboriginal Tasmanians.	Clearly describes persecution incidents.	
Extermination	Understands acts aimed at mass elimination.	Applies the types of massacres and killings that were sanctioned by British policy.	Analyzes how this stage was a culmination of earlier stages.	Detailed account of extermination acts.	
Denial	Recognizes denial of committed genocides.	Identifies the debates that continue about the extent and nature of the British policies	Analyzes the ongoing impact of denial on recognition and reparations.	Clear and detailed description of denial acts.	
				<b>Total Points:</b>	

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"Can you create a rubric for a student being assessed on how they are able to apply the Ten Stages of Genocide for the following prompt:"

This document was created by Dr. Jennifer Bratyanski of Providence Day School as part of the 2023-2024 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.

# Ten Stages of Genocide - COMPLETE Chart

[Adapted from https://genocideducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)

## Ten Stages of Genocide; Genocide Watch

### 1. CLASSIFICATION:

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<b>CLASSIFICATION:</b> What specific examples can you provide for the following groups.				
<b>Yuki (California)</b>	<b>Palawa (Tasmania)</b>	<b>Guarani-Kaiowa (Brazil)</b>	<b>Herero and Namaqua (Namibia)</b>	<b>Uyghurs (China)</b>

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