

SECTION 5 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe the issues faced by the Allies after World War II ended.
- Summarize the organization of the United Nations.
- Analyze how new conflicts developed among the former Allies after World War II.


Prepare to Read

Build Background Knowledge L3

Discuss with students how the phrase “The enemy of my enemy is my friend.” applies to the United States and the Soviet Union during World War II. Then have them predict what will happen once their common enemy is defeated.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
The War Is Over!

Ask **What is Truman’s tone?** (*serious; grateful to the people who served in the armed forces*) **How does that contrast with the tone of the photograph and the newspaper headline?** (*The couple kissing and the headline both show joy and excitement.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in an outline of the section.

 **Reading and Note Taking Study Guide,** pp. 271–272



▲ Newspaper headline on the day the Japanese surrendered

A sailor embraces a nurse when the end of the war is announced. ►

The End of World War II

Objectives

- Describe the issues faced by the Allies after World War II ended.
- Summarize the organization of the United Nations.
- Analyze how new conflicts developed among the former Allies after World War II.

Terms, People, and Places

Nuremberg	Marshall Plan
United Nations (UN)	North Atlantic Treaty
Cold War	Organization (NATO)
Truman Doctrine	Warsaw Pact

Note Taking

Reading Skill: Recognize Sequence Sequence the events following World War II by creating an outline of this section. Use the outline below as a starting point.

- I. The War’s Aftermath
A. Devastation
1. As many as 50 million dead
2.

WITNESS HISTORY AUDIO

The War Is Over!

American President Harry Truman made these remarks on the day the Japanese surrendered:

“Our first thoughts, of course—thoughts of gratefulness and deep obligation—go out to those of our loved ones who have been killed or maimed in this terrible war. On land and sea and in the air, American men and women have given their lives so that this day of ultimate victory might come and assure the survival of a civilized world . . .”

Focus Question What issues arose in the aftermath of World War II and how did new tensions develop?

Even as the Allies celebrated victory, the appalling costs of the war began to emerge. The war had killed as many as 50 million people around the world. In Europe alone, over 30 million people had lost their lives, more than half of them civilians. The Soviet Union suffered the worst casualties, with over 20 million dead. As they had after World War I, the Allies faced difficult decisions about the future.


The War’s Aftermath

“Give me ten years and you will not be able to recognize Germany,” said Hitler in 1933. Indeed, Germany in 1945 was an unrecognizable ruin. Parts of Poland, the Soviet Union, Japan, China, and other countries also lay in ruins. Total war had gutted cities, factories, harbors, bridges, railroads, farms, and homes. Over twenty million refugees wandered Europe. Amid the devastation, hunger, disease, and mental illness took their toll for years after the fighting ended. As they had after World War I, the Allies faced difficult decisions about the future.

Horrors of the Holocaust Numbers alone did not tell the story of the Nazi nightmare in Europe or the Japanese brutality in Asia. During the war, the Allies were aware of the existence of Nazi concentration camps and death camps. But only at war’s end did they learn the full extent of the inhumanity of the Holocaust. American General Dwight Eisenhower, who visited the camps, was stunned to come “face to face with indisputable evidence of Nazi brutality and ruthless disregard of every sense of decency.”

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 6, p. 70; Teaching Resources, Skills Handbook, p. 3**

High-Use Words

convene, p. 953

invoke, p. 956

Definitions and Sample Sentences

vi. to meet; assemble

The student council **convened** every month in the cafeteria to plan events.

vt. to resort to; to call upon

In order to finish preparing the food before the guests arrived, I **invoked** the help of my brothers.

War Crimes Trials At wartime meetings, the Allies had agreed that Axis leaders should be tried for “crimes against humanity.” In Germany, the Allies held war crimes trials in **Nuremberg**, where Hitler had staged mass rallies in the 1930s. Nearly 200 Germans and Austrians were tried, and most were found guilty. A handful of top Nazis received death sentences. Others were imprisoned. Similar war crimes trials were held in Japan. Many of those accused of war crimes were never captured or brought to trial. However, the trials showed that political and military leaders could be held accountable for actions in wartime.

Occupying Allies The war crimes trials further discredited the totalitarian ideologies that had led to the war. Yet disturbing questions remained. Why had ordinary people in Germany, Poland, France, and elsewhere accepted—and even collaborated in—Hitler’s “Final Solution”?

The United States felt that strengthening democracy would ensure tolerance and peace. The Western Allies built new governments in occupied Germany and Japan with democratic constitutions to protect the rights of all citizens. In Japan, the occupying forces under General MacArthur helped Japanese politicians to create a new constitution that gave power to the Japanese people, rather than the emperor.


 **Checkpoint** Why did the Allies hold war crimes trials for Axis leaders?

Establishing the United Nations

In April 1945, delegates from 50 nations convened in San Francisco to draft a charter for the **United Nations (UN)**. The UN would play a greater role in world affairs than did its predecessor, the League of Nations.

Under the UN Charter, each of the member nations has one vote in the General Assembly. A much smaller body called the Security Council has greater power. Each of its five permanent members—the United States, the Soviet Union (today Russia), Britain, France, and China—has the right to veto any council decision. The goal was to give these great powers the authority to ensure the peace. The Security Council has the power to apply economic sanctions or send a peace-keeping military force to try to resolve disputes. Differences among the nations on the Security Council, most notably the United States and the Soviet Union, have often kept the UN from taking action. Since the fall of the Soviet Union in 1991, more peacekeeping delegations have been approved.

The UN’s work would go far beyond peacekeeping. The organization would take on many world problems—from preventing the outbreak of disease and improving education to protecting refugees and helping nations to develop economically. UN agencies like the World Health Organization and the Food and Agricultural Organization have provided aid for millions of people around the world.

 **Checkpoint** Compare and contrast the United Nations and the League of Nations.



Casualties of World War II

	Military Dead*	Military Wounded*	Civilian Dead*
Allies			
Britain	264,000	277,000	93,000
France	213,000	400,000	350,000
China	1,310,000	1,753,000	1,000,000
Soviet Union	7,500,000	14,012,000	15,000,000
United States	292,000	672,000	6,000
Axis Powers			
Germany	3,500,000	5,000,000	780,000
Italy	242,000	66,000	153,000
Japan	1,300,000	4,000,000	672,000

World War II resulted in enormous casualties and disruption. Afterwards, millions of displaced Europeans, like the Germans above, searched for relatives they had been separated from during the war. **Chart Skills** Which nation suffered the greatest number of both civilian and military casualties?

* All figures are estimates.
SOURCE: Encyclopædia Britannica; The Harper Encyclopedia of Military History, R. Ernest Dupuy and Trevor N. Dupuy

Vocabulary Builder

convened—(kun VEEND) *vi.* met; assembled

Teach

The War’s Aftermath/Establishing the United Nations

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Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask **What was the purpose of the courts convened in Nuremberg after the end of the war?** (to try German and Austrian officials for war crimes)


■ **Teach** Ask **How did the war crimes trials help in creating new governments in Germany and Japan?** (They helped discredit the old leaders who had led the countries into war and committed such terrible crimes.) **How was the United Nations meant to maintain peace?** (by giving the Security Council the power to apply economic sanctions or send troops to enforce its decisions) **What issues besides peacekeeping has the United Nations become involved in over the years?** (preventing the outbreak of disease, improving education, protecting refugees, economic development)

Independent Practice

Have students consider the status of the United Nations Security Council in today’s world. Tell them to write an essay that addresses how relevant the present permanent members are in the world today.

Monitor Progress

As students complete their outline, circulate to make sure they understand which detail to include. For a completed version of the outline, see

 **Note Taking Transparencies, 188**

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Even before the Cold War began, George Orwell published *Animal Farm* (1945), a searing indictment of the Stalinist Soviet Union. People who read the book compared the characters and events of the novel to the Soviet Union under Stalin’s leadership. The novel intensified anti-communist feeling around the world. Assign some students to read *Animal Farm* and have them

write a report that analyzes the book in light of these two questions: (1) In what ways are the conditions depicted in *Animal Farm* similar to conditions in the Soviet Union under Stalin? (2) How might *Animal Farm* have contributed to the antagonistic relationship that developed between the Soviet Union and the United States?

Answers



 to hold them accountable for “crimes against humanity”

Chart Skills the Soviet Union

 Sample: The Security Council gave the United Nations the authority to enforce its decisions, which the League of Nations never had; the United States belonged to the United Nations but not to the League of Nations.

The Alliance Breaks Apart

L3

Instruct

- **Introduce: Key Terms** Direct students' attention to the key term **Cold War** (in blue). Ask **Why was the conflict between the United States and the Soviet Union called a "cold" war?** Guide students to see that while these nations were bitter rivals, and although both were involved in shooting wars at times during the long Cold War, they never fought each other directly.
- **Teach** Ask **What were Stalin's goals in Eastern Europe?** (*communist leadership in those countries; to create a set of nations that could act as a buffer between the Soviet Union and Germany*) **What were Roosevelt and Churchill's goals?** (*free elections so people could choose whatever leaders they wanted*) **What was the outcome?** (*Stalin made sure that communists took control in those countries.*)

Independent Practice

Divide the class into halves to debate the following statement: "The Cold War was inevitable." Remind those who take the opposing view that they must specify what steps could have been taken—by both sides—to avoid it.

Monitor Progress

Remind students that the Cold War arose in part from different goals or beliefs held by American and Soviet leaders and from actions taken by both countries. Have them create a two-column chart with the headings *Goals/Beliefs* and *Actions*. Then have them list appropriate details from the text under each heading.

Answer

- ✓ reparations in Germany and the nature of the governments of Eastern Europe

The Alliance Breaks Apart

Amid the rubble of war, a new power structure emerged. In Europe, Germany was defeated. France and Britain were exhausted. Two other powers, the United States and the Soviet Union, emerged as the new world leaders. The United States abandoned its traditional policy of isolationism to counter what President Truman saw as the communist threat.

Differences Grow Between the Allies During the war, the Soviet Union and the nations of the West had cooperated to defeat Nazi Germany. After the war's end, the Allies set up councils made up of foreign ministers from Britain, France, China, the United States, and the Soviet Union to iron out the peace agreements discussed at various conferences during the war. The councils concluded peace agreements with several Axis nations in 1947. However, reparations in Germany and the nature of the governments of Eastern Europe caused divisions to deepen between the former Allies. Conflicting ideologies and mutual distrust soon led to the conflict known as the Cold War. The **Cold War** was a state of tension and hostility between nations aligned with the United States on one side and the Soviet Union on the other, without armed conflict between the major rivals.

The Cold War Begins Stalin had two goals in Eastern Europe. First, he wanted to spread communism in the area. Second, he wanted to create a buffer zone of friendly governments as a defense against Germany, which had invaded Russia during World War I and again in 1941.

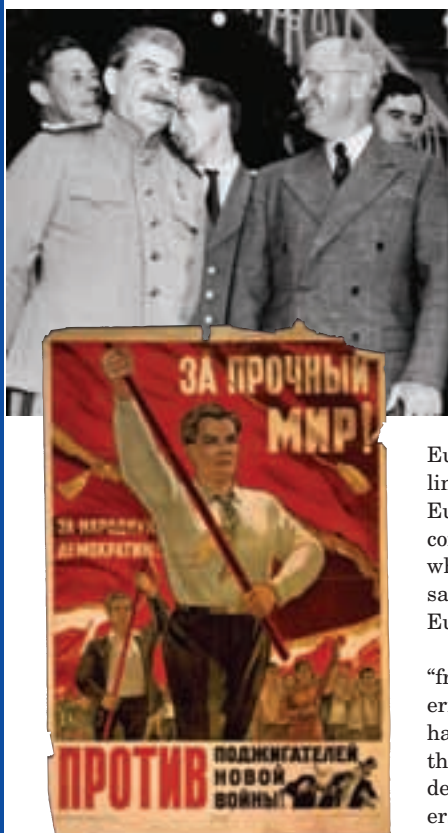
As the Red Army had pushed German forces out of Eastern Europe, it had left behind occupying forces. At wartime conferences, Stalin tried to persuade the West to accept Soviet influence in Eastern Europe. The Soviet dictator pointed out that the United States was not consulting the Soviet Union about peace terms for Italy or Japan, both of which were defeated and occupied by American and British troops. In the same way, the Soviet Union would determine the fate of the Eastern European lands that it occupied.

Roosevelt and Churchill rejected Stalin's view, making him promise "free elections" in Eastern Europe. Stalin ignored that pledge. Most Eastern European countries had existing Communist parties, many of which had actively resisted the Nazis during the war. Backed by the Red Army, these local Communists in Poland, Czechoslovakia, and elsewhere destroyed rival political parties and even assassinated democratic leaders. By 1948, pro-Soviet communist governments were in place throughout Eastern Europe.

- ✓ **Checkpoint** What post-war issues caused the Western Allies and the Soviet Union to disagree?

New Conflicts Develop

Stalin soon showed his aggressive intentions outside of Eastern Europe. In Greece, Stalin backed communist rebels who were fighting to overturn a right-wing monarchy supported by Britain. By 1947, however, Britain could no longer afford to defend Greece. Stalin was also menacing Turkey in the Dardanelles.



A Widening Gulf

Although Stalin and Truman were friendly at the Potsdam Conference (above), this Soviet propaganda poster from 1949 shows that relations between the two nations were becoming strained. The poster urges support "For a stable peace! Against those who would ignite a new war." The small caricatures of Churchill and Uncle Sam in the lower corner indicate who "those" people are.

Differentiated Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Pair less proficient readers with advanced readers. Have the latter students write each key event in the section on a separate slip of paper, without including the dates. Have the less proficient readers put the events in the correct order and fill in the dates. Have their partners confirm the answers and help them review any events they placed or dated incorrectly.

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, pp. 271–272
- Adapted Section Summary, p. 273

Instruct

■ **Introduce: Vocabulary Builder**
Have students read the Vocabulary Builder term and definition. Ask **What policy was invoked by presidents after Truman to explain steps they took to block the spread of communism?** (*the Truman Doctrine; containment*)

■ **Teach Ask Why did Truman announce the Truman Doctrine?** (*as a result of growing Soviet power in general and to block communist gains in Greece and Turkey in particular*) **How was the Marshall Plan related to that doctrine?** (*The United States provided aid to European countries to help them rebuild in the belief that doing so would strengthen democratic governments and prevent communists from taking control.*) **Why did Stalin block Marshall Plan aid in Eastern Europe?** (*He feared that American aid would influence countries there in favor of the United States.*) **What was the effect of the forming Cold War on Germany?** (*It remained divided and developed into two separate nations.*)

■ **Quick Activity Display Color Transparency 179: NATO and Warsaw Pact Member Nations.** Ask volunteers to read the names of the countries in each alliance aloud while other volunteers show their locations on a wall map of Europe. When the exercise is complete, discuss why the two alliances were sometimes referred to as “the West” (NATO) and “the East” (the Warsaw Pact).

 Color Transparencies, 179

Independent Practice

Biography To help students better understand the president who led the country as World War II ended and the Cold War began, have them read the biography *Harry Truman* and complete the worksheet.

All in One Teaching Resources, Unit 6, p. 76

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

The Truman Doctrine Truman took action. On March 12, 1947, Truman outlined a new policy to Congress: “I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.” This policy, known as the **Truman Doctrine**, was rooted in the idea of containment, limiting communism to the areas already under Soviet control.

The Truman Doctrine would guide the United States for decades. It made clear that Americans would resist Soviet expansion in Europe or elsewhere in the world. Truman soon sent military and economic aid and advisors to Greece and Turkey so that they could withstand the communist threat.

The Marshall Plan Postwar hunger and poverty made Western European lands fertile ground for communist ideas. To strengthen democratic governments, the United States offered a massive aid package, called the **Marshall Plan**. Under it, the United States funneled food and economic assistance to Europe to help countries rebuild. Billions of dollars in American aid helped war-shattered Europe recover rapidly.

President Truman also offered aid to the Soviet Union and its satellites, or dependent states, in Eastern Europe. However, Stalin declined and forbade Eastern European countries to accept American aid. Instead, he promised help from the Soviet Union in its place.

Germany Stays Divided Defeated Germany became another focus of the Cold War. The Soviet Union took reparations for its massive war losses by dismantling and moving factories and other resources in its occupation zone to help rebuild the Soviet Union. France, Britain, and the United States also took some reparations out of their portions of Germany. However, Western leaders wanted the German economy to recover in order to restore political stability to the region. The Western Allies decided to unite their zones of occupation. Then, they extended the Marshall Plan to western Germany. The Soviets were furious at Western moves to rebuild the German economy and deny them further reparations. They strengthened their hold on eastern Germany.

The Berlin Airlift

After World War II, Germany, and Berlin within it, was divided into communist and noncommunist zones. In the photo below, children in West Berlin greet a plane delivering supplies during the Berlin Airlift.



History Background

The Berlin Airlift The planes of the Berlin Airlift, or “Operation Vittles,” carried more than 2.3 million tons of food, coal, and supplies into Berlin. Planes landed all day, every day. A new plane touched down every 3 minutes, was unloaded in 17, and then took off to receive another load. The operation was so successful that Berlin’s two airfields could not handle all

the traffic. American soldiers and German civilians—about 17,000 of them—had to build a third airfield to handle the traffic. Lieutenant Gail Halvorsen came up with the idea for a part of the airlift called “Operation Little Vittles.” Soldiers formed tiny parachutes out of handkerchiefs, which were used to drop fruit, candy, and gum to Berlin’s children.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- All in One Teaching Resources, Unit 6, p. 69
- To further assess student understanding, use
 - Progress Monitoring Transparencies, 127

Reteach

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 273 **L3**
- Adapted Reading and Note Taking Study Guide, p. 273 **L1 L2**
- Spanish Reading and Note Taking Study Guide, p. 273 **L2**

Extend **L4**

Point out that some people criticize the United Nations, saying that it does not use resources efficiently and that the United States should not put its foreign policy goals or actions at the mercy of UN approval. Have students write an essay expressing their opinion on the proper role of the United States within the United Nations.

Answer

- ✓ containment, the policy of trying to prevent the expansion of communism



The Red Menace

Films like *The Red Menace* (1949) dramatized the threat of communism in the United States and formed a vital part of the propaganda war.

Vocabulary Builder

invoked—(in VOKD) *vt.* resorted to; called upon

Germany thus became a divided nation. In West Germany, the democratic nations allowed the people to write their own constitution and regain self-government. In East Germany, the Soviet Union installed a socialist dictatorship under Stalin's control.

The Berlin Airlift Stalin's resentment at Western moves to rebuild Germany triggered a crisis over Berlin. Even though it lay deep within the Soviet zone, the former German capital was occupied by all four victorious Allies. In June 1948, Stalin tried to force the Western Allies out of Berlin by sealing off every railroad and highway into the Western sectors of the city. The Western powers responded to the blockade by mounting a round-the-clock airlift. For more than a year, cargo planes supplied West Berliners with food and fuel. Their success forced the Soviets to end the blockade. Although the West had won, the crisis deepened.

Opposing Alliances Tensions continued to grow. In 1949, the United States, Canada, and ten other countries formed a new military alliance called the **North Atlantic Treaty Organization (NATO)**. Members pledged to help one another if any one of them were attacked.

In 1955, the Soviet Union responded by forming its own military alliance, the **Warsaw Pact**. It included the Soviet Union and seven satellites in Eastern Europe. Unlike NATO, however, the Warsaw Pact was often invoked by the Soviets to keep its satellites in order. The Warsaw Pact cemented the division of Europe into "eastern" and "western" blocs. In the East were the Soviet-dominated countries of Eastern Europe. These countries were communist in name but dictatorships in practice, like the Soviet Union itself. In the West were the Western democracies, led by the United States.

The Propaganda War Both sides participated in a propaganda war. The United States spoke of defending capitalism and democracy against communism and totalitarianism. The Soviet Union claimed the moral high ground in the struggle against Western imperialism. Yet linked to those stands, both sides sought world power.

- ✓ **Checkpoint** What foreign policy pattern did the United States establish with the Truman Doctrine?

Section 5 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2951

Terms, People, and Places

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed outline to answer the Focus Question: What issues arose in the aftermath of World War II and how did new tensions develop?

Comprehension and Critical Thinking

3. **Compare and Contrast** How did the peace made after World War II differ from that made after World War I?
4. **Identify Central Issues** What was the main purpose of the UN when it was founded?
5. **Recognize Causes** List two causes of the Cold War.
6. **Draw Conclusions** Why is it important to remember the inhumanity of the Holocaust?

Writing About History

Quick Write: Credit Sources When you use quotes or ideas from your sources in your paper, you must give proper credit. One way to do this is to list the author and page number of the material you have used in parentheses following the statement. Then, include a bibliography at the end of your paper. Research a topic from this section and write a paragraph using two sources. Credit the sources where appropriate and list them at the end.

Section 5 Assessment

1. Sample: The Truman Doctrine and the Marshall Plan were U.S. steps taken early in the Cold War, which was based on rivalry between the U.S.-led alliance of NATO and the Soviet-led alliance of the Warsaw Pact.
2. Issues: the status of Germany and free elections in Eastern Europe. Tensions: the Americans and the Soviets were threatened by each other's actions.

3. Sample: After World War II, the Allies made stronger efforts to reform the political systems of the defeated nations and tried to create a stronger international organization.
4. to ensure peace
5. conflict over reparations in Germany and communism in Eastern Europe, conflicting ideologies, and mutual distrust.
6. Sample: to have a better chance of preventing something similar from happening in the future

Writing About History

Students' paragraphs should cite information from at least two sources, and those sources should be identified appropriately.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2951**.

Genocide

Objectives

- Analyze what factors have led groups of people or governments to commit genocide.
- Compare different cases of genocide.

Build Background Knowledge L3

Ask students to define **genocide**. (*the deliberate attempt to destroy an entire religious or ethnic group*) Ask them to name examples of genocides. (*Students will have read about the Armenian genocide and the Holocaust in the text; they may also mention genocides in Cambodia and Rwanda or elsewhere.*)

Instruct L3

Direct students' attention to the question at the top of the page: **What factors have led groups of people or governments to commit genocide?** Have volunteers explain the circumstances of the Holocaust and the Armenian, Cambodian, and Rwandan genocides. Take notes on the board, and then use the notes to help the class answer the question.

Independent Practice

Concept Connector Have students complete the Concept Connector worksheet on genocide, which includes additional examples and critical thinking questions.

 **Reading and Note Taking**
Study Guide, p. 267

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

Thinking Critically

1. In each case, the country's government spearheaded the killings.
2. Students' descriptions should reflect an understanding of the genocide and the reasons it occurred.

Armenia

In 1915, as World War I raged, the government of the Ottoman empire ordered the systematic extermination of most of the male Armenian population and the forced deportation of Armenian women, children, and elderly. By the end of the brutal deportation, up to 1.5 million Ottoman Armenians had been exterminated.

Several German military leaders who later became Nazis were stationed in the Ottoman empire during World War I, and may have applied what they observed there to their persecution of Jewish people during World War II.

Cambodia

In 1975, after years of civil war, Pol Pot, leader of the Khmer Rouge, came to power in Cambodia, a Southeast Asian country. Pol Pot attempted to transform Cambodia into a communist agricultural society by exterminating the country's professional and educated middle class. Over the course of four years of Khmer Rouge rule, between one and two million people were massacred or worked to death through forced labor.

► Jean Paul Akayesu, a local government official, being tried by a UN court for ordering mass killings in Rwanda.

Rwanda

In the African nation of Rwanda, the Tutsi and Hutu groups share the same language and other cultural characteristics. But social, political, and economic factors divide them. In 1994, the Hutu-led government called on military personnel to eliminate members of the Tutsi political opposition. The hatred and violence spread quickly. Soon Hutu civilians were murdering their Tutsi neighbors. In 100 days, more than 800,000 Tutsis were slaughtered.



Thinking Critically

1. How was the role of government similar in the Holocaust and in the genocides described above?
2. Conduct research at your school or local library to find out more about these and other examples of genocide. Write a brief essay about what happened and why.

Armenian Genocide in the Ottoman Empire



Connect to Our World

Connections to Today The Nuremberg Trials marked the first time in history that individuals were put on trial for genocide. After the trials, the new United Nations approved a convention that defined genocide as actions taken to kill, injure, or harm a particular group of people or to prevent them from having or rearing children. Such actions are considered an international crime whether they take place in a

period of war or peace, and are punishable even if they are directed by a country's government against its own citizens. In recent years, international courts have tried people, including leaders, from Serbia and Rwanda for their role in organizing and carrying out genocide. No agreement has yet been reached on trying those who carried out the Cambodian genocide, however.