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In this paper, we aim to provide a descriptive psychological framework for understanding the phenomenon of genocide denial. Our analysis draws on theory and research from both social (e.g., social identity theory; Tajfel & Turner, 1979) and cognitive psychology (e.g., metaphorical framing model; Ottati, Renstrom, & Price, 2014). We first review existing research on the role of perpetrator identity as a moderator of genocide denial. We then describe some of our own research on the role of knowledge (in our case, of the history of residential schools) as a moderator of genocide denial. We present several experimental studies where we put forth and test competing hypotheses about the role of knowledge. On the one hand, knowledge of residential schools could conceivably act to decrease genocide denial by increasing perceptions of the magnitude of the harm. On the other hand, however, knowledge of residential schools could act to exacerbate genocide denial because said knowledge may not "fit" with the relatively narrow lay-conceptualization of genocide as a purely physical act of harm. We see this as an important question because these competing hypotheses suggest different solutions to genocide denial. Specifically, the former implies we should focus on expanding people's knowledge of the history of residential schools, while the latter implies we should focus on expanding people's conceptualization of genocide to include cultural or group-based forms of destruction (Woolford, 2009). In this paper, we present a series of mixed experimental findings that lead us to tentatively believe both mechanisms are likely acting simultaneously.