

Inquiry Project: Contemporary Genocide

Westhill High School – Global History 9 Honors

Essential Questions:

- How does genocide develop?
- What is the legacy of genocide?

Objectives:

Students will follow an inquiry process to build knowledge in global history, make real-world connections and will be able to:

- Use a variety of print and internet sources to locate information to answer the essential question.
- Prepare a Works Cited page in correct MLA format.
- Generate inquiry questions to research that are linked to the essential questions.
- Gather relevant information to answer their questions.
- Organize information to create a presentation board for one genocide.
- Work cooperatively in a group.

Standards:

NYS Social Studies Standard 2 World History, key ideas 3 and 4

Common Core State Standards:

Writing for Literacy-History grades 9-10

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading for Literacy-History grades 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.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

American Association of School Librarians
Standards for the 21st Century Learner

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real world connections for using this process in own life.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 2.1.2 Organize information so that it is useful.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 2.3.1 Connect understanding to the real world

Materials/Resources

Close Reading: *United Nations Convention of the Prevention and Punishment of the Crime of Genocide*
Vocabulary sheet, anticipatory activities and instruction
Project Overview
Project Planning form for students
Source Sheets for notetaking
Web Evaluation sheets
Resources available on Blackboard (teacher's page) and Library Web Site: <https://sites.google.com/site/whslib2/genocide>
Video of Survivors
Blank Pyramid of Hate handout
Pyramid of Hate class activity
Gallery Walk 4 square notetaking sheet
Presentation Board
Collaboration Rubric
Presentation Rubric
Laptops for research and videos during the gallery walk
Link to the video "A Class Divided" from Frontline
Parent Letter

Anticipatory Activities:

1. Survivor's video
2. Vocabulary instruction
3. Close reading activity: *United Nations Convention of the Prevention and Punishment of the Crime of Genocide*
4. Pyramid of Hate activity

Inquiry Steps/Requirements:

1. Web evaluation lesson.
2. Students grouped by area of interest: Rwanda, Cambodia, Darfur/Sudan, Bosnia-Herzegovina, Holodomor/Ukraine, Congo, N. Korea, Syria.
3. Introduce/use the Project Planning Form - identify keywords and synonyms, develop questions.
4. Independent research using databases, web sites, print and non-print media.
5. Collaborate with group to assess information, organize information and develop final project.

Assessment (Formative) and Final Product:

Formative Assessments

1. Project planner.
2. Web Evaluations forms completed as needed.
3. Source sheets – relevant extractions with meaningful reactions.

Final Product: Participate in Gallery Walk:

1. Poster which includes pyramid of hate and timeline for each genocide.
2. Video clip – selected from the Internet - to show along with the poster.
3. Complete 4 square activity.
4. Self-assessment using the Collaboration Rubric.
5. Written assignment.

March 24, 2014

Dear Parents,

I would like to make you aware that your child will be researching contemporary genocide between March 31 and April 11, 2014 as part of our Global History 9 Honors course. The focus of this project is on how genocide develops and what the legacy of one is. Students will be working in groups and focusing their research on a particular genocide. As part of their research, students may encounter articles, photographs, or videos portraying violence. I will require them to watch a video known as the "Blue Eyes Brown Eyes Experiment" which does contain some inappropriate language. I have previewed many of the materials students will have access to and although they contain mature subject matter, I am confident all of my students are mature enough to deal with the information in a responsible way.

Please contact me if you have any questions or if you do not want your child to participate in this project. I encourage you to discuss the project with your child and to review the materials being used. I can be reached by email at pblocklin@westhillschools.org or by phone at 426-3100 extension 3131.

Yours truly,

Pamela Blocklin
Global History 9 Honors Teacher

GHG I Honors

NAME _____

Contemporary Genocide

Essential Questions: How does genocide develop?
 What is the legacy of genocide?

Due Date: Tuesday, April 15 by 3:00.

Genocide to research: _____

Partners:

Your group will research one modern era genocide to answer the essential questions given.
Your final product will be a presentation board that contains the following information:

An original time line of the genocide that includes the basics of who, what, when, where, why plus additional information to answer the essential questions.

A pyramid of hate with actions taken at each level

Information on the legacy of the genocide-what has happened since it ended?

A video clip, 2-3 minutes in length, which enhances your presentation.

Graphics including a map of where the genocide happened. Your group should decide on what graphics are appropriate to use. Check with Mrs. Blocklin if you have any doubts.

Source sheets with extractions, reactions, MLA information that answer you inquiry questions. Put the question at the top of each sheet.

A planning guide, one per person. Complete this as you conduct your research.

A Works Cited page and URL's for all graphics used, one per group, typed.

Anticipatory Activities/Homework/Inquiry Steps

Define /discuss discrimination, prejudice, scapegoat, stereotype and ethnic group. Examples?
Personal, historical

Disc-denial justice and fair treatment

Prej-negative attitude towards a person or group

Scape-blame unfairly for something

Stero.-generalization about an entire group

Ethnic group-group common culture, religion. Language or other common experiences

Genocide-what know? Like to know? Close reading of UN Genocide definition.

Homework-blue eyes/brown eyes video and questions-what makes people turn against a group?
Discuss next day.

Introduce pyramid hate concept. Use doc Nazi Germany to find events and post on pyramid. Key concept: genocides do not just 'happen.'" There are many events that lead to a genocide.

Introduce research modern era genocides, essential questions.

Conduct research, prepare presentation board, and make presentation? Gallery walk? What should students do with material? 4 square causes, common, legacy, questions, comments

Essay assignment? Link with Kelley?

Reading of Night. With English? Talk to Kelley.

Project Planner

GHG I Honors

NAME _____

Genocide Research

Essential Questions: How does genocide develop? What is the legacy of genocide?

Complete this guide as you conduct your research.

Describe aspects of genocide you would like to research:

Explain why you are interested in the aspects listed above:

Key words and Synonyms that relate to your topic:

Write inquiry questions that you need to research to answer the essential questions:

Resources:

Books: Refer to bibliography Mrs. Fenner has created.

Database: Facts on File Modern World History; Student Resources in Context:
Global Issues in Context; World News Digest

Web Sites: links on blackboard and library site.

Project Planner

GHG I Honors

NAME _____

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C O L L A B O R A T I O N R U B R I C
(for secondary and upper elementary grades)

	Below Standard	Approaching Standard	At Standard	Above Standard
Responsibility for Oneself	<ul style="list-style-type: none"> ▶ is not prepared and ready to work with the team ▶ does not do project tasks ▶ does not complete tasks on time ▶ does not use feedback from others to improve his/her work 	<ul style="list-style-type: none"> ▶ is sometimes prepared and ready to work with the team ▶ does some project tasks, but needs to be reminded ▶ completes some tasks on time ▶ sometimes uses feedback from others 	<ul style="list-style-type: none"> ▶ is prepared and ready to work with the team; is available for meetings and uses the team's communication system ▶ does what he or she is supposed to do without having to be reminded ▶ completes tasks on time ▶ uses feedback from others to improve his or her work 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> ✦ does more than what he or she has to do ✦ asks for additional feedback to improve his or her work, beyond what everyone has been given
Helping the Team	<ul style="list-style-type: none"> ▶ does not help the team solve problems; may cause problems ▶ does not share ideas with other team members ▶ does not give useful feedback to others ▶ does not offer to help others 	<ul style="list-style-type: none"> ▶ cooperates with the team but does not actively help it ▶ makes some effort to share ideas with the team ▶ sometimes gives useful feedback to others ▶ sometimes offers to help others 	<ul style="list-style-type: none"> ▶ helps the team solve problems, manage conflicts, and stay focused and organized ▶ shares ideas that help the team improve its work ▶ gives useful feedback (specific and supportive) to others so they can improve their work ▶ offers to help others do their work if they need it 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> ✦ steps in to help the team when another member is absent ✦ encourages others to share ideas, helps to make them clear, and connects them to the team's work ✦ notices if a team member does not understand something and takes action to help
Respect for Others	<ul style="list-style-type: none"> ▶ does not pay attention to what teammates are talking about ▶ does not show respect for teammates (may interrupt, ignore ideas, hurt feelings) 	<ul style="list-style-type: none"> ▶ usually listens to teammates, but not always ▶ is polite and kind to teammates most of the time, but not always 	<ul style="list-style-type: none"> ▶ listens carefully to teammates ▶ is polite and kind to teammates 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> ✦ encourages the team to be respectful to each other ✦ recognizes everyone's strengths and encourages the team to use them



Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Multimedia Project : Contemporary Genocide

Teacher Name: Mrs. Blocklin

Student Name: _____

CATEGORY	Above Standard	At Standard	Approaching Standard	Below Standard
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent based on extensive research. Used sophisticated vocabulary related to topic.	Includes essential knowledge about the topic. Subject knowledge appears to be good based on adequate research. Used appropriate vocabulary related to topic.	Includes essential information about the topic but there are 1-2 factual errors. Based on minimal research. Used limited vocabulary related to topic.	Content is minimal OR there are several factual errors. Included irrelevant information, limited research. Did not use relevant vocabulary.
Requirements	All requirements are met and exceeded. Pyramid of hate, original time line, legacy of genocide.	All requirements are met. Pyramid of hate, original time line, legacy of genocide.	One requirement was not completely met. Pyramid of hate, original time line, legacy of genocide.	More than one requirement was not completely met. Pyramid of hate, original time line, legacy of genocide.
Sources	Source information collected for all graphics (URL), facts and quotes. Correct MLA format. No errors on Works Cited. Source sheets thorough extractions and reactions.	Source information collected for all graphics (URL), facts and quotes. Correct MLA format. 1-2 errors on Works Cited. Most source sheets thorough extractions and reactions.	Source information collected for graphics(URL), facts and quotes, but not documented in desired format. Correct MLA format. 3-4 errors on Works Cited. Source sheets need to have thorough extractions and reactions.	Very little or no source information was collected. More than 4 errors on Works Cited. Source sheets show minimal effort on extractions and reactions.
Mechanics	No misspellings or grammatical errors. Excellent use of graphics, color, font. Well organized.	Three or fewer misspellings and/or mechanical errors. Good use of graphics,	Four misspellings and/or grammatical errors. Fair use of graphics, color, font. Some problems with organization.	More than 4 errors in spelling or grammar. Poor use of graphics, color, font. Many problems with organization.

Call #

Selected Books and eBooks at WHS Library

304.6 ***Genocide*** by Jane Springer. 2006.
SPR

An overview of the history of genocide worldwide. Includes chapters on the history of mass violence, theories of genocide, responding to and preventing genocide. Historical timeline of world genocides.

REF ***Encyclopedia of War Crimes and Genocide***. 2011.

364.1

HOR

Alphabetically-arranged entries from A to Z examine the history of crimes against humanity, covering human rights, war criminals, war crime trials, genocide, international law, and many other topics, with primary source documents.

Ebook ***Genocide***. By Lila Perl. 2010.

Click to access:

<http://www.marshallcavendishebooks.com/reader/genocide-controversy>

Ebook ***Darfur : a new history of a long war / Julie Flint & Alex de Waal***.

Traces the origins, organization and ideology of the infamous Janjawiid and other rebel groups, including the Sudan Liberation Army and the Justice and Equality Movement. It also analyzes the confused responses of the Sudanese government and African Union.

Click to access:

<http://site.ebrary.com/lib/ocmboces/docDetail.action?docID=10255127>

Ebook ***Sonneborn, Liz.***
The Khmer Rouge. Liz Sonneborn. 2012.

Presents accounts of narrow escapes executed by oppressed individuals and groups while illuminating social issues and the historical background that led to the atrocities committed in Cambodia's "killing fields" by the Khmer Rouge.

Click to Access at:

<http://www.marshallcavendishebooks.com/reader/khmer-rouge-great-escapes>

909.83 What Matters : the World's Preeminent Photojournalists and Thinkers Depict
WHA Essential Issues of our Time / **created by David Elliot Cohen. 2008.**

Eighteen photoessays investigate some of the most important issues confronting the world in the early 21st century including genocide.

956.6 The Armenian Genocide. Jeri Freedman. 2009.
FRE

Discusses the Armenian genocide at the hands of the Turkish government during WWI. Includes a timeline and a glossary.

962.404 **The Devil Came on Horseback : Bearing Witness to the Genocide in**
STE **Darfur.** Brian Steidle and Gretchen Steidle. 2007.

Eye-witness accounts of the genocide in Darfur as "Janjaweed" and Sudanese troops attacked Darfurian rebel groups and African civilians, destroyed villages, and indiscriminately murdered men, women, and children.

364.15 **Becoming Evil: How Ordinary People Commit Genocide and Mass**
WAL **Killing.** by James E. Waller. 2002.

Uncovers the internal and external factors that can lead ordinary people to commit extraordinary acts of evil.

909.82 **Centuries of Genocide: Essays and Eyewitness Accounts** by Samuel Totten
TOT and William S. Parsons. 2012.

Addresses examples of genocides perpetrated in the nineteenth, twentieth, and twenty-first centuries.

Web Page (all shaded areas must be completed)

Abbreviate all months except May, June and July

Author Last Name, First Name. (if available)	"Title of the Page."	<i>Title of the overall Web site. (if available). Must be in italics!!</i>	Name of Publisher or Sponsor of the Site. If not available, use N.p.,	Date of publication in day, month, year format. If none, use n.d.	Medium.	Date of access in day, month, year format.
<i>Sample:</i> Collins, Billy.	"Introduction to Poetry."	<i>PoemHunter.com.</i>	N.p.,	13 Jan. 2003.	Web.	9 Sept. 2012.
<i>Sample #2:</i> No author, so leave blank.	"Animal Health."	<i>United States Dept. of Agriculture.</i>	USDA.gov,	n.d.	Web.	9 Sept. 2012.

NOTES:

Extract:

React:

<ul style="list-style-type: none"> ■ _____ _____ _____ 	
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Parenthetical Citation (_____).

Web Page Evaluation Form

http://

1. **WHERE...** DOES THE INFORMATION COME FROM?

.GOV .EDU .ORG .COM .MIL .NET COUNTRY?

DO YOU NOTICE ANY INDICATORS THAT THIS IS A PERSONAL PAGE? *CIRCLE IF FOUND.*

~ % USERS MEMBERS BLOG

2. **WHAT...** What is the purpose of the web page?

Inform News Social Business/Commercial Personal Persuade Entertain Advocacy

3. **WHO...** Who is the author? This will help determine the accuracy of the content. *Check if found:*

- The author's name
- The author's credentials
- Email address or other contact information
- An "About" page

4. **WHEN...** was the page published or last updated... Is the information current?

- A "last updated" date is recent
- A recent copyright is on the page
- All the links work

5. **WHY...** use this site for reliable research?

- Facts are clearly separated from opinions
- Sources for facts and data are provided (no unsubstantiated facts)
- The page is free from spelling and grammatical errors
- You can determine the goals/objectives of the page
- The information is written in a reasonable tone...no extreme, biased language or emotion is used
- There is no evident conflict of interest
- There is no (or very limited) advertising on the site
- This is not a "Sponsored" site.

Based on the five categories above, explain why you feel this is a reliable, accurate web site to use for information:

Book:

Author(s) or editor(s).	Title of the Book.	City of publication:	Publisher,	Publication Year.	Medium.
Paige, Jake.	<i>The Big One.</i>	Boston:	Houghton Mifflin Company,	2004.	Print.
Bloom, Harold, ed.	<i>The Victorian Novel.</i>	Philadelphia:	Chelsea House,	2006.	Print.

Page #:

Extract:

React:

Paranthetical Citaton = (_____).

Reference Book (such as an encyclopedia)

Author of the article (if available).	"Article Title."	Title of Book.	Publication Year.	Medium.
example: Novick, Julius.	"Drama."	<i>The World Book Encyclopedia.</i>	2002.	Print.

Page #

Extract:

React:

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▪ _____	_____	_____
▪ _____	_____	_____
▪ _____	_____	_____
▪ _____	_____	_____
▪ _____	_____	_____

Paranthetical Citation = (_____).

Database Source Sheet – Choose **one** format below based on the type of article...

Article written by the publisher from Issues and Controversies, and some articles from In-Context databases, some Teen Health and Wellness articles.

Author. (if available)	"Article Title."	Publisher,	Publication Year.	Database Name.	Medium.	Date of Access.
<i>No author – leave space blank.</i>	"Update: Gun Control."	Facts On File, Inc.,	8 Sept. 2006.	<i>Issues and Controversies.</i>	Web.	12 Apr. 2007.
					Web.	

Article from a book from Bloom's Literary Reference, Ancient and Medieval History, Modern World History, any Gale Virtual Library eBooks, Twayne Author Series and some articles from the In-Context databases.

Author.	"Article Title."	Book Title.	Place of Publication:	Publisher,	Publication Year.	Database Name.	Medium.	Date of Access.
Bunson, Margaret.	"Book of the Dead."	<i>Encyclopedia of Ancient Egypt.</i>	New York:	Facts On File, Inc.,	2002.	<i>Gale Student Resources in Context.</i>	Web.	12 Apr. 2007.
							Web.	

Periodical Article (from a newspaper or magazine) from Gale One File, Newsbank, and some articles from the In-Context databases.

Author.	"Article Title."	Magazine Title	Date Published:	Pages. If not available, use n. pag.	Database Name.	Medium.	Date of Access.
Bower, Bruce.	"Teen Brains on Trial."	<i>Science News</i>	8 May 2004:	299-301.	<i>Proquest Platinum.</i>	Web.	1 Oct. 2004.
						Web.	

NOTES:

Extract

React

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Convention on the Prevention and Punishment of the Crime of Genocide

Adopted by Resolution 260 (III) A of the United Nations General Assembly on 9 December 1948.

Article 2

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article 3

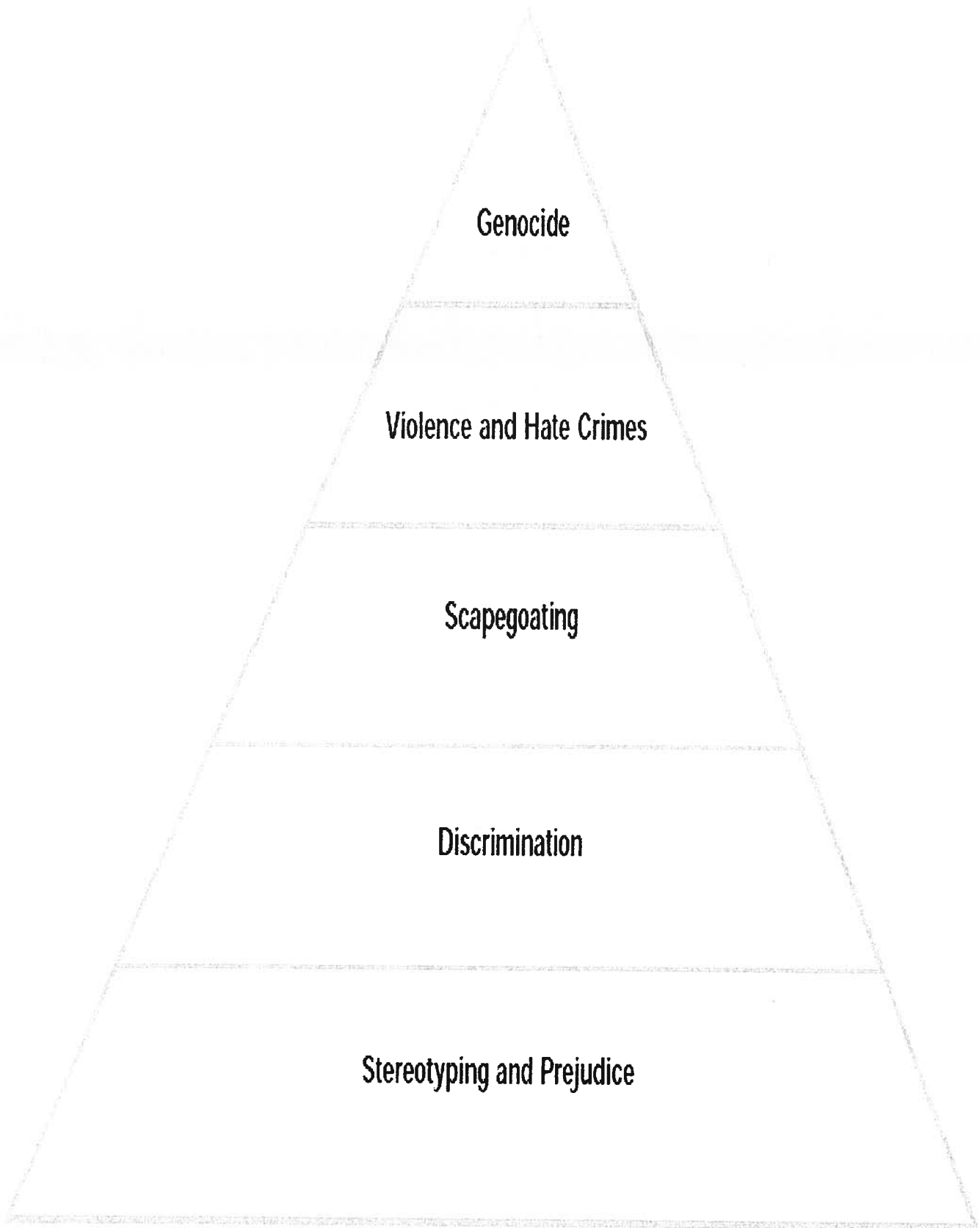
The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- (e) Complicity in genocide.

Article 4

Persons committing genocide or any of the other acts enumerated in Article 3 shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

PYRAMID OF HATE



GHG I Honors

NAME _____

Genocide Gallery Walk

As you view each presentation, take notes using this guide.

Causes of genocide	Legacy of genocide
Questions and/or Comments I have...	Common Features of Genocides

GHG I Honors
Contemporary Genocide Writing Assignment

NAME _____

Due Date _____

We have just completed research on contemporary genocides. Based on what you have learned, please answer the following questions. Your answers should be **no longer** than two (2) typed pages. You may include examples from the genocides we researched.

- A) How do genocides come to take place?
- B) What is the legacy of genocide on the victims and perpetrators?
- C) Should there be an international genocide day? Justify your answer.