*Genocide Research Project****: 70 POINTS***

**Assigned topic/location**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**United Nations Definition of Genocide:**

* Killing members of a particular group
* Causing serious bodily and/or mental harm
* Inflicting conditions that result in physical destruction
* Imposing measures to prevent birth
* Forcibly transferring children away from their cultural group

**8 Stages of Genocide**:

1. Split between “us” and “them” based on ethnicity, race, religion, or nationality
2. Symbols created to classify individuals from the target group(s)
3. Denies humanity of the target group(s) equating with animals, etc.
	1. Hate propaganda allowed
	2. Groups/individuals who speak out or support targeted group are stopped
4. Organized militia units led by the government
5. Polarization with increased propaganda; outlaw inter-marriage; no social interaction between groups; and moderates are targeted (to eliminate a center ground in politics)
6. Preparation by identifying victims (symbols); create death lists; segregated areas so the targeted groups are confined with limited resources
7. Extermination of the target group with mass killings by the state (army and/or militia); victims are not seen as human. Sometimes they are revenge killings (2 sides are targeting each other)
8. Denial ensures that it could continue. Murders are covered up by mass graves. Evidence is destroyed, covered up, and witnesses “disappear”.

You are going to create a slideshow presentation to share with me at: ecennis@madison.k12.wi.us

**Purpose:** You will be able to examine a historical event using research from credible sources and demonstrate your knowledge via a creative slideshow.

**Essential Questions:**

1. Was/is this an act of genocide (refer to the definitions and stages above?
2. What could have stopped this atrocity from happening?

You will be working INDEPENDENTLY on this project. **You will organize your research into a google slideshow that you will share with me and present to the class.** See the attached rubric for the requirements. Use **credible** websites. No Wiki...Use websites from the East LMC site. College/university sites are reliable.

**PART 1:**

DO YOUR RESEARCH USING THIS OUTLINE for taking notes on a SEPARATE piece of paper (Cornell notes are acceptable). You will be turning in your research notes as part of your assignment:

1. WHERE is your conflict located?
	1. Countries or territories involved:
2. WHO lives in the area of your conflict
	1. Describe the different groups involved
		1. Where does each group live
		2. What is their standard of living (how do they live? Poor, rich, urban, rural, etc.)
	2. Include relevant information about each group’s identity and differences and DESCRIBE the differences. Take notes on what applies to your situation
		1. Religions
		2. Races
		3. Ethnicities
		4. Nationalities
		5. Any other identifying characteristics that make the involved groups conflict with one another (cultures, beliefs, language, dress)
3. GENERAL BACKGROUND INFORMATION:
	1. Political system
		1. Leaders
		2. Government practices/laws
	2. Economy
		1. Important resources to the country
		2. Poverty and health issues
	3. Who supports whom?
		1. Does the UN take a “side
		2. Does the US take a “side
		3. What kind of support do they receive from outside of their country (other countries? Religious groups?)
4. WHAT HAPPENED:
	1. Provide a timeline of events
	2. When did the conflict start
	3. Why did it start
	4. How did it start
	5. Describe events that occurred throughout the conflict
	6. Describe how people were treated/statistics on death toll, imprisonment, etc.
	7. What happened to each group
	8. Has it ended and describe it
5. Was this genocide? Explain how it was/wasn’t using the UN Definition
6. Identify different stages that your conflict reached where it could have been prevented from escalating. Not all events are going to follow all 8 stages.
7. What is it like in 2019 **IF** it is not still going on
8. BIBLIOGRAPHY - use easybib or bibme and attach it to the slide OR share with me. THIS IS A PART OF YOUR GRADE!

**PART 2**

When you are DONE doing your research you are going to organize it into a slide presentation. DO NOT JUST COPY YOUR OUTLINE ON TO YOUR SLIDES. It needs to be organized in a logical way using the information you found through your research so that the audience understands clearly what occurred and who was involved. 10 Slides MINIMUM. Pictures, maps, and creativity is EXPECTED.

**SLIDESHOW REQUIREMENTS RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Graded items | 0-1.9 Incomplete, min, inaccurate, errors, no/few/irrelevant pictures | 2-2.9 basic, complete, w/o details, inacc, errors, limited creativity, lack of pictures or visual interest | 3-3.9 accur, relevant, creative, min errors, includes relevant pictures, maps, and diagrams, visually interesting | 4-5 extra, detailed, no errors, creative relevant use of images, maps, graphs, and/or diagrams, visually engaging |
| RESEARCH NOTES |  |  |  |  |
| BIBLIOGRAPHY 3 sources minimum |  |  |  |  |
| CONTENT:LOCATION, MAP(S) & DESCRIPTION |  |  |  |  |
| CONTENT: PARTIES INVOLVED & DESCRIPTION |  |  |  |  |
| CONTENT: BACKGROUND INFORMATION |  |  |  |  |
| CONTENT: EVENTS & TIMELINE |  |  |  |  |
| CONTENT: OUTCOME |  |  |  |  |
| CONTENT: GENOCIDE DEFINITION EXPLANATION |  |  |  |  |
| CONTENT: EXPLAINS 8 STAGES |  |  |  |  |
| CONTENT: CONDITIONS TODAY |  |  |  |  |
| MECHANICS: GRAMMAR, SPELLING, ORGANIZATION  |  |  |  |  |
| CREATIVITY: PICTURES, ADDITIONAL MAPS x1.5 |  |  |  |  |
| PRESENTATION | Few slides, short presentation, read from slides, demonstrates little knowledge of the content | Limited information/enough slides/limited understanding demonstrated, read directly from slides | Meets expectations, smooth delivery, enough slides, demonstrated knowledge of the content, some reading from slides, uses bullet points | Exceeds expectations, limited looking back at slides to deliver presentation, demonstrates true understanding by relaying more information than required pre the outline |