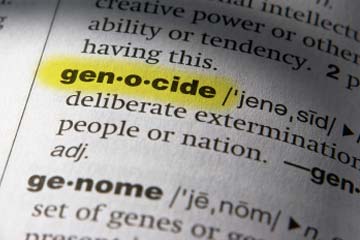
**The Genocide Awareness Project**

**English**



**2014-2015**

**Mrs. Rosen**

**Project:**

Elie Wiesel’s memoir *Night* is about the genocide / mass extermination of European Jews (as well as many others) by Adolf Hitler and the Nazi party during World War II. For this research project, you will read the memoir, look at examples of genocide and crimes against humanity that have occurred throughout the 20th-21st centuries all around the world, and provide your own theories as to whether or not these types of crimes can be prevented.

**Learning Objectives:**

* Create an understanding of genocides as not an isolated event, but a systematic repression of human rights
* Identify warnings, signals and attitudes that may lead to genocide
* Engage in collaborative project-based work which will reflect views toward genocide
* Investigate and analyze genocides
* Explore geopolitics and international response to various genocides

**Learning Outcomes:**

* Demonstrate an understanding of the evolution from prejudice to genocide
* Engage in group dialogue, sharing views and finding similarities and differences between genocides
* Develop a working knowledge of general human rights issues that impact the world
* Identify geopolitical factors that were a response to the various genocides
* Engage in research skills, oral/written evaluation, reading/writing activities, and collaborative projects to achieve learning objectives

**Project Outline:**

**1. Define genocide.**

* Write 1-2 paragraphs where you define the term “genocide” and provide some background information about it. Cite your sources.
* Use the attached template to define Gregory Stanton’s Ten Stages of Genocide. Cite your source.

**2. Read the memoir *Night*.**

As you read each section, take note of motifs and how they are developed into themes, specific literary devices, character development, and important quotes that hold relevance to major motifs and themes. Write a literary analysis paper OUTLINE on the following topic: What do you feel is the most important motif in the story? Find a quote (NOT from the memoir) that relates to your motif and using the quote as a claim or counterclaim, use evidence from the memoir in order to prove or disprove the validity of the quote. This must be typed and submitted to turnitin.com.

**3. Do preliminary research on a topic.**

Search for at least four of the following topics on Google:

* Rwanda
* Darfur
* Armenians in Turkey
* Bosnia
* Somalia
* Cambodia
* ISIS in Iraq and Syria

On the chart on page 7 of this packet, list the country and time period of each genocide that you discover. Try to get the general gist of what happened in each genocide and record that as well. You will choose your final topic based on this preliminary research.

**4. Final topic selection.**

You will provide me with your top three choices for the topic that you would like to continue researching. Based on your choices, I will put you into groups in which you will each complete the following tasks (using the research worksheets to record your information):

Task 1. Analyze the BACKGROUND of the region. Some areas you must focus on (but not be limited to):

* Location
* Population
* Country flag / meaning
* Ethnic groups
* Religion(s) practiced
* Government
* Majority vs. minority groups

CONTRIBUTING CAUSES of the genocide in the region. What were the events/conflicts that led up to the genocide in this region? Some examples you must focus on (but not be limited to):

* Events and/or conflicts leading up to genocide
* Racism?
* Ethnic cleansing?
* Land disputes?
* Who was responsible and why was genocide carried out?

Task 2. Examine the PROCESSES of the genocide in this region. In other words, how was it carried out? Some examples you must focus on (but not be limited to):

* How was the genocide carried out?
* Methods used?
* Chronological discussion of how the plan (method) for propaganda/extermination/relocation/ etc. was realized and achieved

Task 3. Examine the CONSEQUENCES of the genocide/conflict in this region. You should include information about: Altered societal structure; the reconstruction of / reconciliation within post-genocide affected; trauma of victims, etc.

* Death toll
* Numbers of people affected within the region
* How did the society/region change after?
* Was society rebuilt? If so, how?
* Change in government?
* How did the lives of the victims change?
* Discuss both the short term AND long term effects of the genocide in the region

Task 4. American response.

* Show the significant events happening in the United States at the time that this conflict was occurring.
* What was the United States’ response to the conflict? Other countries?
* Why do you think America had that response or made the decisions that they did regarding this genocide?

**5. Ten Stages of Genocide.**

Analyze the events that occurred and match these events of the genocide with “Dr. Greg Stanton’s Ten Stages of Genocide.” Use the chart on pages 8-12 of this packet.

**6. Topic Presentation.**

Each student will create a PREZI containing information relevant to his/her task. The PREZI must contain a combination of text, pictures, hyperlinks, live video, statistics, charts/graphs, etc. – Each frame must be fully explained! This test grade is based on your PREZI itself as well as your oral presentation – clarity of ideas, explanation of main points, details provided, etc. You must each cite from at least 3-4 sources for your presentation.

**7. Fishbowl discussion**, **article analysis, annotated bibliography, and essay** on U.S. involvement in foreign affairs (see articles packet).

Instructions:

* Create a claim/counterclaim and explain your reasons - give at least 2-3 reasons in your thesis that you will attempt to prove in your response. You must use at least 2-3 EXAMPLES per reason in order to support your claim.
* You must also use detailed evidence from your research in order to support your argument. Include an introduction with thesis statement (claim/counterclaim), at least 4-6 body paragraphs, and a conclusion.
* You must fully cite all paraphrased work and/or quoted material.
* Proper heading required.
* MLA Works Cited page must be included.
* Proofread and edit all work.
* Follow proper MLA format – Times New Roman, 12 point font. Double-space!

PLAINEDGE HIGH SCHOOL RESEARCH PROCESS (THE BIG 6)

**1. Choose, Define, and Focus Project**

* What are some appropriate topics?
* What questions do I need to ask?
* What information will I need?
* What do I want to know?

**End Products**

Choose a general topic

Develop research questions

Write a research proposal

Create an initial thesis

**2. Locating and Accessing Information**

* What are all the possible sources to check?
* What are the best sources of information for my thesis?
* Where can I find these sources?
* Where can I find the information in the source?
* Have I included non-print sources?

**End Products**

Annotated bibliography (minimum of 10 sources)

Evaluation sheets (one per source)

Refine research questions

Refine thesis statement

**3. Use of Information**

* Which sources best answer my research questions?
* What information is in this source?
* What information from the source is relevant to my thesis?

**End Products**

Note sheets

Note cards (aligned with research questions)

**4. Synthesis**

* How will I organize my information?
* How will I present my information?

**End Products**

Final thesis revision

Outline

Rough draft or final paper

Presentation

**5. Evaluation**

* Did I complete all the steps of the project?
* Did I fully address my thesis statement?

**6. Conferencing and Self-Reflection**

**Genocides in Recent History – Preliminary Research**

|  |  |  |
| --- | --- | --- |
| Country | Time Period | What happened? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Ten Stages of Genocide Chart**

**Stage Title: Application to topic:**

|  |  |
| --- | --- |
| **1. Classification** |  |
| **2. Symbolization** |  |
| **3. Discrimination** |  |
| **4. Dehumanization** |  |
| **5. Organization** |  |
| **6. Polarization** |  |
| **7. Preparation** |  |
| **8. Persecution** |  |
| **9. Extermination** |  |
| **10. Denial** |  |

**Sample Research Worksheet**

English 10/10H

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full name of source (title of book, author, article, website, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information taken from source (include any specific evidence, quotes, paraphrased

material, statistics, etc. that relate to your topic and task):

Full MLA Citation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Annotated Bibliographies***

***(Source:* http://owl.english.purdue.edu*)***

**Definitions**

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

* **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
* **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?
* **Reflect**: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

*Note: Your annotated bibliography may include some of these, all of these, or even others.*

**Why should I write an annotated bibliography?**

**To learn about your topic**: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers**: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

**MLA Format for Annotated Bibliographies**

For an annotated bibliography, use standard MLA format for the citations, then add a brief abstract for each entry, including:

* 2 to 4 sentences to summarize the main idea(s) of the item, and
* 1 or 2 sentences to relate the article to your research topic, your personal experience, or your future goals (if part of your assignment) or to add a critical description.

***Basic MLA Style Format for an Annotated Bibliography***

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation.

1. **Hanging Indents** are required for citations in the bibliography. That is, the first line of the citation starts at the left margin. Subsequent lines are indented 4 spaces.
2. As with every other part of an MLA formatted essay, the bibliography is double spaced, both within the citation and between them. Do not add an extra line between the citations. The annotation is a continuation of the citation. Do not drop down to the next line to start the annotation.
3. The right margin is the normal right margin of your document.
4. *In a long bibliography, organize your entries by topic.* Otherwise, ALPHABETIZE your entries.
5. To view these annotations with correct formatting, set your preferences so that the **font size is 12, Times New Roman type**.

Name

Topic/Task

Sample Annotated Bibliography

Kerr, Frances. "Feeling Half-Feminine: Modernism and the Politics of

Emotion in The Great Gatsby." *American Literature* 68 (1996): 405-31.

A brilliant analysis of the homoeroticism in the novel--Nick's attraction to McKee

and to Gatsby. Kerr thinks the tennis girl with sweat on her lip is Jordan (which I

think is wrong); she notes that Jordan has more control over her emotions than

the other women in the novel (Daisy and Myrtle). Kerr argues that Nick's

narrative about his dumping her "leads the reader to believe that it is Jordan's

indifference, shallowness, and dishonesty that prompt his move. The

psychological subtext of Gatsby, however, suggests a motivation entirely

different. Nick Carraway identifies with and feels most romantically drawn not

to 'masculine' women but to 'feminine' men" (418).

Mandel, Jerome. "The Grotesque Rose: Medieval Romance

and The Great Gatsby." *Modern Fiction Studies* 34 (1988): 541-558.

Mandel argues that *Gatsby* follows many of the conventions of medieval

romance, and analyzes East and West Egg as competing courts, Buchanan as a

prince/Lord with Daisy as unattainable queen/fair lady. Gatsby and Nick are

both construed as knights; Jordan is only mentioned in passing as a sort of

attendant figure on Queen Daisy. This whole analysis seems somewhat

farfetched.

**Paraphrase: Write it in Your Own Words**

(<http://owl>.english.purdue.edu/handouts/research/r\_paraphr.html)

**A paraphrase is...**

* your own rendition of essential information and ideas expressed by someone else, presented in a new form.
* one legitimate way (when accompanied by accurate documentation) to borrow from a source.

**Paraphrasing is a valuable skill because...**

* it helps you control the temptation to quote too much.
* the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

**Steps to Effective Paraphrasing**

1. Reread the original passage until you understand its full meaning.

2. Set the original aside, and write your paraphrase on a note card.

3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.

5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.

6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

**Sample**

**The original passage:**

*Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.*

**A legitimate paraphrase:**

*In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).*

**An acceptable summary:**

*Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).*

**A plagiarized version:**

*Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.*

**Parenthetical Citation Cheat Sheet**

**Dialogue (one person speaking)**

* Three quotation marks
* No skipped lines
* No periods inside the quotation marks
* No comma after the author’s name
* Period after the parenthesis

Appearance versus reality is a theme throughout *The Crucible*. Abigail Williams appears to be a good Puritan girl, but in reality she has been conjuring spirits and having an affair. “’I know how you clutched my back behind your house and sweated like a stallion whenever I come near! Or did I dream that? It’s she who put me out, you cannot pretend it were you. I saw your face when she put me out, and you loved me then and you do now!’” (Miller 22).

**Dialogue and Narration**

* Two quotation marks around the entire section
* One quotation mark around the dialogue
* No skipped lines
* No periods inside the quotation marks
* No comma after the author’s name
* Period after the parenthesis

Appearance versus reality is a theme throughout *The Crucible.* John Proctor appears to believe that his wife is in no danger from his mistress, Abigail Williams, but the reality of the situation is that he knows that Abby wants Elizabeth out of the way. “’She cannot think it!’ He knows it is true” (Miller 61).

**Narration (no one is speaking)**

* Two quotation marks
* No skipped lines
* No periods inside the quotation marks
* No comma after the author’s name
* Period after the parenthesis

Appearance versus reality is a theme throughout *The Crucible.* John Proctor appears to be an honest Christian man who is in a loving relationship, but in reality he has had an affair with his former servant and cannot remember the commandment that mentions not committing adultery. “With some hesitation … He is stuck. He counts back on his fingers knowing one is missing” (Miller 67).

**Long Quotations**

* Quotations more than four lines of verse or prose
* Quotations in a free-standing block of text
* End your last sentence with a colon
* Skip a line
* Quote should be indented one inch from the left margin
* Do not use quotation marks
* Maintain double-spacing
* When you have finished, place the author and page number on the same line as the text
* Do not place a period after (Bronte 78)

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

**Dialogue (more than one character)**

* End your last sentence with a colon
* Skip a line
* Write the character’s names and add a colon
* Write the dialogue
* Do not use quotation marks
* When you have finished, skip a line and place the author and page number on the line below
* Do not place a period after (Miller 3)

Appearance versus reality is a theme throughout *The Crucible.* Abigail Williams appears to have only danced in the woods, but in reality she conjured spirits and attempted to have the wife of her lover killed:

Betty: You drank blood, Abby! You didn’t tell him that!

Abigail: Betty, you never say that again! You will never –

Betty: You did, you did! You drank a charm to kill John Proctor’s wife! You drank a charm to kill Goody Proctor!

Abigail, smashes her across the face: Shut it! Now shut it!

(Miller 19)

Abby cannot afford to have her true colors show and must keep the town believing in her appearance.

**RESEARCH RUBRIC**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIMENSION** | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **Research Skills:**  **Topic Selection** | Chooses a thought provoking and relevant topic.  Searches for answers for well-developed questions.  Clear, specific focus | Topic chosen is relevant but does not have clear, specific focus; too broad, too limited | Topic chosen is adequate. Formulated questions lack focus | Has chosen an appropriate topic. Completely lacks focus |
| **Resource Location** | Demonstrates skill and independence in locating a wide variety of resources specific to the assignment.  Library time maximized | Generally worked independently to locate resources  Resources are appropriate, but limited in scope  Library time used efficiently | Sometimes located information independently or with the teacher’s help  Resources are somewhat appropriate, but are limited in scope and number.  Library time used fairly well | Requires teacher guidance to locate appropriate resources  Library time needs to be used more efficiently and productively. |
| **Content** | Research has a clear, specific purpose  Research insightfully addresses the essential question  Demonstrates mastery of subject  Utilizes a wide variety of quality resources  Demonstrates higher level thinking skills  Work cited is fully annotated and in proper format | Research has a specific focus  Research is focused to address the essential question  Demonstrates good understanding of the subject matter  Demonstrates higher thinking skills  Utilizes an acceptable number of acceptable resources  Works cited is in proper format | Research has some focus  Research addresses the essential question  Demonstrates understanding of subject  Work cited is in proper form | Research is largely unfocused  Research does not adequately address the essential question  Demonstrates superficial understanding of the topic  Work cited is improper format |
| **Organization** | Presents information in an organized, logical plan  Has as exemplary, thought provoking opening and conclusion  Transitions from topic to topic and student to student is smooth and skillful | Presents information in an organized, logical plan  Has an effective opening and conclusion  Has transitions | Presents information in a fairly well-organized plan  Has introduction and conclusion | Addresses the topic but lacks organization  Has no clear introduction or conclusion |
| **Bibliography** | Uses a wide variety of quality resources.  Format is correct | Uses acceptable number of quality resources.  Format is correct | Uses adequate number of resources  Variety of resources is limited  Some errors in format | Uses limited number and variety of resources  Errors in format |

|  |  |
| --- | --- |
| |  | | --- | | **PREZI Evaluation Rubric**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 (90-100)** | **3 (80-89)** | **2 (70-79)** | **1 (Below 65)** |
| **Clarity and Neatness** | Prezi is easy to read; all elements are clearly written and labeled. | Prezi is easy to read; most elements are clearly written, labeled, or pictured. | Prezi is hard to read with rough photos and labels. | Prezi is hard to read and one cannot tell what goes where. |
| **Multimedia** | Prezi includes lots of photos, videos and/or links. | Prezi includes some photos, videos and/or links. | Prezi includes one or two photos, a video and/or a link. | Prezi does not include photos, video or a link. |
| **Spelling & Grammar** | No spelling or grammatical mistakes on a Prezi with lots of text. | No spelling or grammatical mistakes on a Prezi with little text. | A few spelling or grammatical errors on the Prezi. | Several spelling or grammatical errors on the Prezi. |
| **Content** | All content is in the students' own words and is accurate and appropriate. Detailed description of content. | Almost all content is in the students' own words and is accurate. Somewhat detailed description of content. | At least half of the content is in the students' own words and is accurate. Vague description of content. | Less than half of the content is in the students' own words and/or is accurate. Virtually no description of content. |
| **Required Elements** | Sections were all grouped; a path was used and easily followable. | Some sections were grouped; a path was used but not easily followable. | Few sections were grouped, and no path was used. | No grouping was used, and no path was used. |