

## GENOCIDE OR MODERN HUMAN RIGHTS RESEARCH

**THE ASSIGNMENT:** You will research one [genocide](#) or [human rights violation](#) outside of the United States. You will create an online exhibition for your chosen topic ([www.wordpress.com](#), [www.wix.com](#), or [www.sites.google.com](#), [youtube.com](#)). The goal of your project is to one, call attention to the atrocity of genocide and/or human rights violations; two, educate the public on your topic; and three, show how we as a society can prevent the genocide/human rights violations (if you have chosen a topic that has happened, discuss what we can learn from your project to prevent future violations/genocides)—what can we, as a global community, learn from your site (what we can do before, during, and after to help)?

**For Genocide Research, your project must include the following elements:**

- 1) Overview
- 2) A. Apply the 10 Stages of Genocide to your topic
- 3) Timeline (as drop down pages),
- 3) Photo Essay,
- 4) Testimony (three testimony poems),
- 5) Personal Reflection,
- 6) Media

**For Human Rights Research, your project must include the following elements:**

- 1) Overview
- 2) B. Legislation/Current efforts
- 3) Timeline (as drop down pages),
- 3) Photo Essay,
- 4) Testimony (three testimony poems),
- 5) Personal Reflection,
- 6) Media

**For each choice, you may take it to the next level and develop something to incite change or participate in some kind of community service that relates to and provides aid to your chosen topic. (Bonus, up to 25 points)**

**I. OVERVIEW OF TOPIC:** You must include a two page parenthetically documented overview of your chosen topic. You will paste this research paper into the “background” page of your website. Minimum—5 sources (see below criteria). The research must address these three components: 1) before - what led up to the genocide (remember, all genocides are political), 2) during - what occurred during the genocide, 3) after - the resolution of the genocide and its impact on the people and culture. (For the resolution, pay attention to whether or not those who committed the genocide were held accountable, and also whether or not there is still rebuilding going on for the people or the area affected.)

**NOTE:** You may not use wiki sites, wikipedia, or .com sites. You may use .edu IF it is a university site, .gov, or .org. You may use .com ONLY if it is through a reputable news company. You may also use galileo, galenet, googlescholar, and other full text databases, as well as non-fiction texts.

**II. A. TEN STAGES:** Show how your genocide fits the ten stages of genocide. You must include source citations at the bottom of your page. **B. Legislation/Current efforts:** Discuss what laws/rights/article(s) are being violated. Discuss any efforts, both within the country as well as any global response, to end the violation. Discuss any obstacles in ending the violation and providing aid.

**III. TIMELINE:** Include a timeline that shows the major events leading up to and of your chosen genocide. Be sure to include MLA citation(s) of where you got the timeline and/or the information for the timeline.

**IV. A PHOTO ESSAY:** Tell a story through pictures. Create a photo essay about a subject that, according to Mr. Liebling, is “the real source” or the “truth.” Your photo essay will include at least five photographs with captions. In choosing your images, consider the following questions. What issue, event, location, person, movement, etc. is worth documenting? What images would help to capture that issue, event, location, person, movement, etc.? (See <http://www.time.com/time/photoessays> and <http://www.vietnampix.com/faces.htm> as examples)

**Your photo essays must consist of five images and captions for these images that are written in your own words and include the following:**

- 1) Include the photograph – place the photograph citation in a smaller font underneath the photograph:  
Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*,

[www.artchive.com/artchive/K/kee/twittering\\_machine.jpg.html](http://www.artchive.com/artchive/K/kee/twittering_machine.jpg.html). Accessed May 2006.

- 2) You will create your own original title for the photograph that captures the subject and mood of your choice.
- 3) Write your caption. You must state the photographer and photograph title in your caption. To write your caption, make sure to consider the following elements:
  - HOW is the subject depicted? What is the MOOD of the photo and what achieves this mood? What is the THEME/MESSAGE of this photograph (consider how the subject and mood work together to achieve this message)

**NOTE: Your chosen images should work together to paint a picture/tell a story about your chosen topic/event.**

**V. Testimony Poems:** You will gather **three testimonies** about your event. After you have found your testimonies, you will divide the lines to place emphasis on certain Images and statements. Use a combination of enjambment and end stopped lines, and remember that what comes at the beginning and end of a line will have the greatest emphasis. Adhere to the following example and directions:

When American soldiers liberated the Nazi concentration camps in 1945, they were stunned and outraged by what they saw. Here is a reaction that was recorded at the time:

**Original TESTIMONY**

Our men cried. We were a combat unit. We'd been to Anzio, to southern France, Sicily, Salerno, the Battle of the Bulge, and we'd never, ever seen anything like this. In the children's cell block, the bedding, the clothing, the floors besmeared with months of dysentery. I could put my fingers around their upper arms, their ankles, so little flesh. Two hundred and fifty children. Children of prisoners. Polish children. Czechoslovakian children. I can't remember what I did after I saw the children.

**TURNING TESTIMONY INTO POETRY**

**Barbara Helfgot-Hyett, a poet, was so impressed with remarks like these that she rearranged the words as poetry. The book that she created by this method is called *In Evidence*. Compare her version below of the preceding comments. What different impressions do the words make when written as prose and as poetry?**

Our men cried.  
We were a combat unit.  
We'd been to Anzio,  
to southern France,  
Sicily, Salerno,  
the Battle of the Bulge,  
and we'd never, ever  
seen anything  
like this.  
In the children's cell block,  
the bedding, the clothing,  
the floors besmeared with  
dysentery. I could  
put my fingers around their upper arms,  
their ankles, so little flesh. Two hundred  
and fifty children. Children  
of prisoners. Polish children.  
Czechoslovakian children.  
I can't remember  
what I did

after I saw the children.

When an individual reads these testimonies as poetry, the words seem to grow in intensity. The same shock and heartbreak are present in both versions, but the second format somehow brings out the emotions more powerfully. Maybe this is because of the way the poet decided to break up the sentences. Notice the words that are placed at the end of lines for emphasis. Notice also the way certain phrases are emphasized because they have an entire line to themselves. Notice how the reader pauses at certain points and is forced to focus on specific words and details.

**Overview of Testimony Directions:** Choose a three powerful stories/testimonies from your chosen topic. These can be powerful sections in articles that you have read or witness and survivor testimony. **You must 1) include the original passage, with citations, and 2) reorder the paragraph as a poem, using the above example as a model.** Be sure to retain the original words and punctuation. You are merely dividing the lines for meaning. Include images for added effect.

**VI. Reflection:** You must include an original personal reflection about your project.

**VII. Media:** In this section, you will include a “Media Page” with links for further study. Divide your links into subtitles: i.e. About, Videos, News Articles, What You Can Do to Help, etc. Include hyperlinks to essays, articles, or videos to this portion to enhance your website. Be creative.

**VIII. Works Cited:** Include a separate page for your Works Cited page.

**(OTHER BONUS):** Extra relevant information can be added as bonus material. MLA citations apply to all research, including bonus material.

**NOTE:** This assignment is broad and lets you express your topic in a relevant, personal, and insightful manner. The sites will be compiled into a “Genocide Awareness” site that will be used to honor April as Genocide Awareness Month. Remember, as Elie Wiesel wisely proclaims, one of the most powerful tools to combat genocide is “memory.”

## CITATIONS, CITATIONS, CITATIONS

To receive any credit, you must use proper parenthetical documentation (internal citations) throughout both your essay and visual, and you must possess a properly formatted MLA Works Cited. *If either of these major documentation requirements is missing, you will receive a firm zero on the assignment - without an opportunity to redo the assignment - AND you will receive a referral for plagiarism.*

- **What needs cited?** direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

## HOW TO CITE SOURCES FOR YOUR WORKS CITED PAGE

### How to cite a book for Works Cited:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2<sup>nd</sup> container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

### Basic Book Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

### **Book with One Author**

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

### **Book with More Than One Author**

When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

If there are **three or more authors**, list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names. (Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.")

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State UP, 2004.

### **Citing an Entire Web Site**

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003,

[www.cla.purdue.edu/english/theory/](http://www.cla.purdue.edu/english/theory/). Accessed 10 May 2006.

### **A Page on a Web Site**

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. If the publisher is the same as the website name, only list it once.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, [www.ehow.com/how\\_10727\\_make-vegetarian-chili.html](http://www.ehow.com/how_10727_make-vegetarian-chili.html).

Accessed 6 July 2015.

### **An Article in a Web Magazine**

Provide the author name, article name in quotation marks, title of the web magazine in italics, publisher name, publication date, URL, and the date of access.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug.

2002, [alistapart.com/article/writeliving](http://alistapart.com/article/writeliving). Accessed 4 May 2009.

### **A YouTube Video**

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style.

Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author's name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author's name before the title.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012,

[www.youtube.com/watch?v=mkdzy9bWW3E](http://www.youtube.com/watch?v=mkdzy9bWW3E).

### **A Photograph on a website**

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, and the date of access.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*,

[www.artchive.com/artchive/K/klee/twittering\\_machine.jpg.html](http://www.artchive.com/artchive/K/klee/twittering_machine.jpg.html). Accessed May 2006.

### **PARENTHETICAL DOCUMENTATION**

- What needs cited? direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

#### **How to cite parenthetically *with an author*:**

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

#### **How to cite parenthetically *when there is no author* (Reminder – use title of page):**

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

### **REQUIREMENTS:**

- **MLA Documentation:** This is a requirement of all research and includes parenthetical documentation and your Works Cited. If either of these or both is missing, you will, per county policy, receive a zero. The criteria is specific, and you have ample time. There are NO REDOS. **Only YOU are responsible for your grade, which is a direct result of YOUR choices and YOUR effort.**
- **Remember, the research counts as 20% of your grade. If you choose not to do the research or sections of your research, the mathematical implications as to how the choice to not complete your project will impact your grade should not come as a surprise.**
- You will create a Spring Research folder in your shared English folder; create a 'sources' folder inside of this research folder. Copies of all of your sources will be placed in this folder.
- **Reminder:** only use reputable sources – no wikipedia, wiki pages, notes pages, online student essays/projects, etc., are allowed. If you are in doubt – ASK.

- All aspects of your presentation (final project link, copies of presentation sections, sources and notes) must be in your shared folder under LAST NAME\_FINAL-RESEARCH.
- All required sections of your project must be completed to receive full credit.
- Your final link needs to be shared with me by the beginning of class on the day the project is due. Per county policy, any work received after this date will receive a 10% deduction per day it is late.
- You are required to use a MINIMUM of FIVE sources.

**COUNTY POLICY ON RESEARCH - REMINDER**

Students will lose credit for failure to use the assigned number of credible and appropriate sources that are quoted and/or integrated and documented in the Works Cited page. The final grade will be based on the percentage of required sources actually used with each source carrying equal weight.

Example for a research paper requiring 5 sources:

4 Credible and Appropriate Sources Quoted and/or Integrated and	Students who only use 4 sources can only earn up to 80% for the essay.
3 Credible and Appropriate Sources Quoted and/or Integrated and	Students who only use 3 sources can only earn up to 60% for the essay.
2 Credible and Appropriate Sources Quoted and/or Integrated and	Students who only use 2 sources can only earn up to 40% for the essay.
1 Credible and Appropriate Source Quoted and/or Integrated and	Students who only use 1 source can only earn up to 20% for the essay.
0 Credible and Appropriate Sources Quoted and/or Integrated and	Students who plagiarize or commit academic dishonesty or do not use any sources will not receive any credit for the assignment.

**DUE DATES:**

**Topic: 13 April 2017, beginning of class**  
**Annotated Bibliography: 19 April 2017, beginning of class**  
**Research Due Date: 28 April 2017, beginning of class**

**PRESENTATION AND RESEARCH RUBRIC**

<b>PRESENTATION AREA</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>Organization and Preparation for the Presentation and visual and technology portion</b>	There is clear evidence of thoughtful preparation: presents a summary of scholarship with major ideas, research process, thinking, and college-level resources evident; visual and technology portion and presentation are relevant and have been prepared with forethought; selected information shows an understanding of the novel and the connection to the event; there is clear justification for the inclusion of all material in the presentation and visual and technology portion.	There is evidence of prior preparation: presents a summary of scholarship that indicates major ideas, attention to the research process, although not thorough; visual and technology portion and presentation are relevant and have been prepared in a timely manner; presenter is aware of the information but the presentation and visual and technology portion do not coordinate thoroughly; selected information shows some understanding of the novel and its connection to the event; some justification is given for the inclusion of most of the material in the presentation.	There is little or no evidence of prior preparation: the purpose of the presentation and visual and technology portion is not clearly evident; offers a sparse, superficial, or hastily prepared summary with minimal evidence of the research process, ideas, criteria, thinking, and resources is evident; visual and technology portions are irrelevant or show little evidence of forethought; presenter offers selected information, but shows little or no understanding of its connection to the novel; no clear justification is given for the inclusion of material in the presentation.
<b>Content of Presentation/visual and technology portion</b> <ul style="list-style-type: none"> <li>● Relevancy</li> <li>● Depth</li> <li>● Balance</li> <li>● Breadth</li> <li>● Integration</li> <li>● Understanding of literary elements</li> <li>● Understanding of the work's connection to the topic</li> </ul>	The content of the presentation is intelligent and balanced: information is relevant and goes beyond simple research or literary data; research is integrated with discussions of the novel and clearly brings added benefit to understanding of the novel; a deep understanding of the discussed works is seen in precise literary terminology and themes; and an overall understanding of the author or novel's relationship to the research topic is clearly integrated into the presentation and visual and technology portion.	The content of the presentation has, for the most part, depth and balance: the information is relevant or relevancy is explained; research is mostly linked to the author and/or the novel; offers some insights into literary questions and research elements; an overall understanding of the author or novel's relationship to the research topic is attempted, although it might be superficial and/or incomplete.	The content of the presentation is lacking in balance: information; some information seems irrelevant or relevancy is not explained; research information assumes too much of the audience and the presentation is not clearly linked to the novel; discussion or overview fails to fully address literary questions or elements; and an overall understanding of the author and novel in the historical period is not evident.
<b>Delivery of Presentation/visual and technology portion</b> <ul style="list-style-type: none"> <li>● Flow</li> <li>● Organization and Structure</li> <li>● Balance</li> <li>● Saliency</li> <li>● Classroom Management</li> <li>● Creativity</li> <li>● Timing</li> </ul>	The presentation and visual and technology portion flows smoothly with, perhaps, some minor digressions; the information is well structured, salient, and balanced; discussions are interesting, well managed, intelligent, and organized; the presentation is creative and memorable; any minor inaccuracies or weaknesses do not hinder the presentation.	The presentation flows from point to point with minor digressions, is somewhat creative, and manages to interest the audience; the information is clear, structured, and balanced; sources and commentary are well-managed and planned; the visual and technology portion is organized, though not as effectively as an excellent presentation.	The presentation and visual and technology portion fails to flow smoothly, often digresses, and/or is uninteresting; the information is lacking in structure and balance; source analysis is poorly planned or managed; the presentation lacks variety in failing to offer a corresponding visual and technology portion; the presentation lacks creativity.
<b>Resources Used for Presentation, etc.</b> <ul style="list-style-type: none"> <li>● Breadth</li> <li>● Depth</li> <li>● Variety</li> <li>● Acknowledgement of sources</li> </ul> <p><i>REMINDER: You will receive a zero if you are missing parenthetical documentation and/or a Works Cited page if you lack MLA citations.</i></p>	Resources used are complete, thorough, and show adequate variety; the presentation thoroughly utilizes the research information available, making excellent use of research for most of their information; the sources are acknowledged correctly.	Resources used are complete and sufficient for the presentation and show some variety; presentation uses all the information in the text, yet goes beyond this resource for much of their information; the sources are generally acknowledged adequately.	Resources used are insufficient, incomplete, and/or lacking in variety; the group basically used the information in the text, at times even missing vital information found there; the source acknowledgement may be incorrect.