

Genocide and Crimes Against Humanity Summative Activity

CHG33I

Chard

Total Marks : 65 – see rubrics below for details
Worth 15% of your final Grade for the course!

Choose a case study from the attached chart and complete the following:

Part 1: Membership – 10 marks

Research the groups involved in the genocide or attempted genocide you choose and answer the following questions in full sentences:

1. Who is the “In” group? Define the leaders, and the aspects of this group that makes them powerful.
2. Who is the “out” group? What specific aspects of their identity make them the targets?
3. How does the “in” group define their membership? (What do individuals need to be, or do to become part of this group)

Part 2: History – 15 marks

From your research complete **ONE** of the following charts, describing key details of the history of the Genocide or Crime Against Humanity you selected, that match with each stage.

Select whichever framework best describes the stages of the Genocide or Crime Against Humanity you researched:

Option 1: Allports Stage of Prejudice or Discrimination

Option 2: Stanton's Eight Stages of Genocide

Option 3: Hilberg's Six Stages of Mass Murder

Part 3: Judgement, Memory and Legacy: Creation of Memorial

Task

In order to demonstrate your understanding of memorializing, you are to create a memorial for the Genocide or Crime Against Humanity you researched. Your memorial can be in a medium of your choice:

Part 3A: The Memorial – 20 marks

Option #1: A drawing/painting with a description of what it memorializes

Option #2: A poem (you would have to write the poem and explain or draw how it will be showcased in your memorial)

Option #3: A sculpture with a description of what it memorializes

Option #4: For large memorials that will be outside or in a museum, draw a sketch of what would be included in your memorial

Option #5: A written description of the kind of memorial you would build, in addition to your rationale.

Option #6 A song with a detailed analysis of what the lyrics mean

over...

Part 3B: The Memorial Rationale – 10 marks

You are also required to provide a written rationale for your memorial.

The written component will cover the following:

- An explanation of the memorial
- The purpose or memory it preserves
- The emotional response the memorial is attempting to evoke
- Where this memorial should be placed
- Any potential opposition the memorial might receive

Your written response should be:

- formally written in a proper paragraph

Part 4: Choosing to Participate – 10 Marks

In a one paragraph reflection discuss any potential lessons to be learned from the history of this Genocide you have investigated. What did you learn about the power of choices made by ordinary human beings? How will your learning impact the choices you make in the future?

Case Study Choices

Where	When	Perpetrators
1. CARTHAGE (Destruction of Carthage)	149-146 BC	Rome
2. MIDDLE EAST (The Crusades)	1095-1291	European Christians
3. MEXICO (Massacre of Cholula)	1519	Spanish Conquistadors
4. USA (Trial of Tears)	1838-1839	US Government
5. USA WESTERN PLAINS	1850-1900	US Cavalry, US Government
6. AUSTRALIA (The Stolen Generation)	1869-1969	Australian Government, Church Missions
7. RUSSIA (Anti-Jewish Pogroms)	1881-1906	Anti-Jewish Rioters
8. BELGIAN CONGO	1886-1908	Leopold II, Belgian Army, Rubber plantation owners
9. NAMIBIA	1904-1905	Wilhelm I, German Army, Von Trotha
10. JAPANESE WAR IN ASIA	1933-1945	Emperor Hirohito, Japanese Government, Japanese Army
11. CHINA	1949-1969	Mao Tse-Tung, Chinese Army
12. BIAFRA	1967-1970	Nigerian Government, Army
13. UGANDA	1969-1979	Idi Amin
14. EAST TIMOR	1975-1999	Emperor Suharto, Indonesian Army
15. GUATEMALA	1982	Guatemalan Government, Army, Killing Squads
16. IRAQ	1988	Saddam Hussein, Iraqi Army

Option 1: Allports Theory of Prejudice and Discrimination

Step	Examples from your Case Study
<p>Step One</p> <p><i>Antilocution</i></p> <p><i>Involves Hate speech (dehumanization)</i></p> <p><i>Examples: Jokes , etc.</i></p>	
<p>Step Two</p> <p><i>Avoidance</i></p> <p><i>Members of a majority group actively avoid members of marginalized groups</i></p>	
<p>Step Three</p> <p><i>Discrimination</i></p> <p><i>Actively targeting marginalized person</i></p> <p><i>Denying opportunities for housing , jobs, education, etc</i></p>	-
<p>Step Four</p> <p><i>Physical Attack</i></p> <p><i>Doing physical harm to members of marginalized group</i></p>	
<p>Step Five</p> <p><i>Extermination</i></p>	

Option 2: Stanton's Eight Stages of Genocide

Stage and Brief Description	Example from your case study
1. Classification: People are divided or classified into groups	
2. Symbolization When a name or symbol is given to a group. A "label."	
3. Dehumanization Taking away a groups humanity after labeling them	
4. Organization Government hierarchical power starts planning how to wipe out a particular group	
5. Polarization Extreme separation of groups the two groups through laws	

<p>6. Preparation</p> <p>Lists are drawn up for extermination. Labour camps, deportation</p>	
<p>7. Extermination</p> <p>Intentional elimination of a particular group</p>	
<p>8. Denial</p> <p>The government denies that a Genocide took place</p>	

Option 3: Hilberg's Six Stages of Mass Murder

Stage	Example from your Case Study
Definition: The targets are defined in some way by the perpetrator	
Isolation: Through social, economic, political or legal policies the target group becomes isolated from the majority in society	
Emigration: The target is encouraged to leave the area because of discriminatory practices of the perpetrators	
Ghettoization: The target group is put into some sort of confined area	

Deportation: The target group is moved out of the perpetrators conquered or held space, into an area where they are more easily killed

Mass Murder: Mass killing of the target group by the perpetrators ensues

Source information for your research on the History of your Genocide:

Record where you found the information to fill in the chart...

For a book: Write down the...

Author:

Title:

Copyright Date:

Publisher:

Place of Publication:

For a website: Write down the...

Author(s):

Article Title:

Date Created:

Date Accessed:

Website Name:

Web Address:

For an online journal: Write down the...

Author(s):

Article Title:

Publication Title:

Publisher:

Place of Publication:

Pages Used:

Copyright Date:

Genocide and Crimes Against Humanity Summative Activity Rubrics

Part 1: Membership – 10 marks

Criteria	Level 1 (5 – 5.5 marks)	Level 2 (6- 6.5 marks)	Level 3 (7-7.5 marks)	Level 4 (8-10 marks)
Application - Interprets information from research, and makes connections between the concepts of identity and membership	- Answers to the questions demonstrate limited interpretation of information from research, and makes limited connections between aspects of identity and membership	- Answers to the questions demonstrate Some interpretation of information from research, and makes some connections between aspects of identity and membership	- Answers to the questions demonstrate considerable interpretation of information from research, and makes clear connections between aspects of identity and membership	- Answers to the questions demonstrate excellent interpretation of information from research, and makes insightful connections between aspects of identity and membership

4 marks or below might be partly awarded for partially completed work.

Part 2: History – 15 marks

Criteria	Level 1 (7.5 to 8.5)	Level 2 (9-10 marks)	Level 3 (10.5-11.5)	Level 4 (12-15 marks)
Knowledge/ Understanding - Clear knowledge and understanding of all elements of case study evident. - Clear knowledge and understanding of unit theories, themes, and concepts evident.	- Demonstrates limited knowledge or understanding of the case study. - Demonstrates limited knowledge or understanding of the stages theory selected	- Demonstrates some knowledge and/or understanding of the case study. - Demonstrates some knowledge and/or understanding of the stages theory selected	- Demonstrates considerable knowledge and understanding of the case study. - Demonstrates considerable knowledge and understanding of the stages theory selected	- Demonstrates thorough knowledge and understanding of the case study. - Demonstrates thorough knowledge and understanding of the stages theory selected
Thinking - Reflection and insight evident when analyzing case studies.	- Analysis of case study demonstrates little reflection or insight.	- Analysis of case study demonstrates some reflection and/or insight..	- Analysis of case study demonstrates considerable reflection and insight.	- Analysis of case study demonstrates excellent reflection and insight.

7 marks or below may be awarded for partial completion

Part 3: Judgement, Memory and Legacy: Creation of Memorial

Part 3A: The Memorial – 20 marks

Criteria	Level 1 (10-11.5 marks)	Level 2 (12-13.5 marks)	Level 3 (14-15 marks)	Level 4 (16 – 20 marks)
Knowledge/ Understanding - Shows clear insight into the nature and purpose of memorials in selection of memorial and its location.	- Shows limited insight into the nature and purpose of memorials.	- Shows some insight into the nature and purpose of memorials.	- Shows good insight into the nature and purpose of memorials.	- Shows superior insight into the nature and purpose of memorials.
Application - Connections to concepts are clear, and purpose is clearly identified.	- Demonstrates few connections to relevant concepts, and purpose is not clearly identified.	- Demonstrates satisfactory connections to relevant concepts, and purpose is somewhat identified.	- Demonstrates many connections to relevant concepts, and purpose is clearly identified.	- Demonstrates insightful connections to relevant concepts, and purpose is clearly identified.

Memorial: under 10 marks may be awarded for partially completed assignments

Part 3B: The Memorial Rationale – 10 marks

Criteria	Level 1 (5 – 5.5 marks)	Level 2 (6- 6.5 marks)	Level 3 (7-7.5 marks)	Level 4 (8-10 marks)
Communication - Rationale communicates ideas clearly and reflects the importance of the event in choice of language.	- Rationale has little clarity and few words to create emotion.	- Rationale has some clarity and acceptable words to create emotion.	- Rationale has clarity and strong words to create emotion.	- Rationale has a high degree of clarity and perceptive words to create emotion.

4 marks or below might be partly awarded for partially completed work.

Part 4: Choosing to Participate – 10 Marks

Criteria	Level 1 (5 – 5.5 marks)	Level 2 (6- 6.5 marks)	Level 3 (7-7.5 marks)	Level 4 (8-10 marks)
Thinking - Reflection on own learning/ growth is clearly examined. - Analysis of prompts has depth and breadth.	- Limited reflection on own learning/growth. - Analysis has limited depth and breadth.	- Some reflection on own learning/growth. - Analysis has some depth and breadth.	- Good reflection on own learning/growth. - Analysis has good depth and breadth.	- Superior reflection on own learning/growth. - Analysis has excellent depth and breadth.
Communication - Organization and development of ideas clearly expresses response.	- Poor organization and development of ideas and limited clarity of response.	- Some organization and development of ideas and clarity of response.	- Good organization and development of ideas and clarity of response.	- Excellent organization and development of ideas and clarity of response.