Social Studies 20-2 – Unit 4 – **Assignment 4.6.2** – Ultranationalism and Genocide

**Student Name:**

Before beginning the assignment, review course content **pages 4.6.1-1 and 4.6.1-2**, as well as the **Eight Stages** and **4.6.1 Notebook Organizers**.

**Step 1:** Choose **ONE** case of genocide from course content page 4.6.2 (under the tab labelled “Suggested Research Sites”) as the focus for your research.

**Step 2:** Research and organize your information according to the eight stages of genocide. Review content page 4.6.1-1, if needed. **Remember, you must summarize the information obtained from your research in your own words, and you must record your sources.**

Using point-form, conduct research from the Understanding Nationalism textbook (if applicable) and other sources to show the development of your chosen genocide according to the eight stages of genocide. (Marks: /20)

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| **Name of Genocide (from Step 1):** | | |
| **Stage – Step 2:** | **Genocide Details** (point form)   * Who (people, organizations, groups, individuals, or leaders) * What (events or perspectives that led to the abuses, the primary goals of the ultranationalist group(s), which ultranationalist policies were used) * When (which years, historical factors, time period) * Where (geographic locations, maps, cities, regions) * Why (reasons genocide was pursued, why was ultranationalism used) | |
| **1: Classify** |  | |
| **2: Symbolize** |  | |
| **3: Dehumanize** |  | |
| **4: Organize** |  | |
| **5: Polarize** |  | |
| **6: Prepare** |  | |
| **7: Exterminate** |  | |
| **8: Deny** |  | |
| **How did the world react to the genocide?** | | |
| **How can we learn from the legacies left behind by this act of ultranationalism?** | | |
| **Sources Used (at least three)** | |  |

The Step 2 research chart will be marked using the rubric below.

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| **Scoring Criteria** | **Your planning chart should be thorough and thoughtful. It will be marked according to the following criteria.**  *The student…* |
| **Excellent**  **E** | ● plans and conducts efficient research  · ● explores the issue thoroughly and fully  · ● demonstrates a deep understanding of the issue and its complexity |
| **Proficient**  **Pf** | · ● plans and conducts sound research  · ● explores the issue clearly and competently  · ● demonstrates a sound understanding of the issue and its complexity |
| **Satisfactory**  **S** | · ● plans and conducts basic research  · ● explores the issue conventionally  · ● demonstrates a generally clear understanding of the issue and its complexity |
| **Limited**  **L** | · ● plans and conducts partial research  · ● explores the issue incompletely  · ● demonstrates a limited understanding of the issue and its complexity |
| **Poor**  **P** | · ● plans and conducts limited research  · ● explores the issue inaccurately or with confusion  · ● demonstrates a vague, inaccurate, or disjointed understanding of the issue and its complexity |
| **Insufficient**  **INS** | Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off-topic, do not contain a discernible attempt to address the task, or are too brief to assess. |

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| **4.6.2 Assignment Grade** | **Total: /20** | **Percentage:** |

Teacher comments:

Teacher/Date:

**Social Studies 20-2 Outcomes:**

* Assess the authority, reliability and validity of electronically-accessed information
* Demonstrate discriminatory selection of electronically-accessed information
* Select relevant information when conducting research
* Plan and perform searches using digital sources
* Analyze connections among patterns of historical change by identifying cause and effect relationships
* Communicate effectively