

Social Studies 20-2 – Unit 4 – **Assignment 4.6.2** – Ultrationalism 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)

Name of Genocide (from Step 1):	
Stage – Step 2:	Genocide Details (point form) <ul style="list-style-type: none"> • <u>Who</u> (people, organizations, groups, individuals, or leaders) • <u>What</u> (events or perspectives that led to the abuses, the primary goals of the ultranationalist group(s), which ultranationalist policies were used) • <u>When</u> (which years, historical factors, time period) • <u>Where</u> (geographic locations, maps, cities, regions) • <u>Why</u> (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 (<u>at least three</u>)	<ul style="list-style-type: none"> • • • • •

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

Scoring Criteria	Your planning chart should be thorough and thoughtful. It will be marked according to the following criteria. <i>The student...</i>
Excellent E	<ul style="list-style-type: none"> • plans and conducts efficient research • explores the issue thoroughly and fully • demonstrates a deep understanding of the issue and its complexity
Proficient Pf	<ul style="list-style-type: none"> • plans and conducts sound research • explores the issue clearly and competently • demonstrates a sound understanding of the issue and its complexity
Satisfactory	<ul style="list-style-type: none"> • plans and conducts basic research • explores the issue conventionally

S	<ul style="list-style-type: none"> • demonstrates a generally clear understanding of the issue and its complexity
Limited L	<ul style="list-style-type: none"> • plans and conducts partial research • explores the issue incompletely • demonstrates a limited understanding of the issue and its complexity
Poor P	<ul style="list-style-type: none"> • 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.

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