

Essential Questions:

- What are the causes of genocide?
- What is the legacy of genocide?
- To what extent can others stop or prevent genocide?

Assignment: This is a team project. You and your teammates will research an instance of genocide, create a multi-media presentation, and produce an infographic for display. You will also produce a Works Cited Page following MLA format with at least six different sources.

Part I: conduct the research**Step 1: General Background Information**

Learn the history and background information for your event. What is the issue? What caused the problem? When and where did this problem take place? Who is involved?

Step 2: Statistics

Find and record the statistics of your topic. How many people died? Who was targeted and why? Did they defend themselves? Why or why not?

Step 3: Social and World Problems

. Did anyone try to stop or prevent this problem? Why or why not? Who was it? What did they do? Were any concessions made because of this problem? Why or why not? What were they?

Step 4: Culturally Lasting Effects

Look to the impact this event had on the world. What has happened to this culture? What have been the results? Have other cultures or countries been impacted? (Consider refugees, migration, etc.).

Step 5: Similarities and differences

Relate the similarities between what happened in the instance of genocide researched and the information from *The Legacy of the Holocaust*? How can your topic be tied to: WWII, Hitler, and the Holocaust?

Step 6: 10 Stages of Genocide

Go to <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>. Document how your event fits into each stage based on the definitions presented on the website.

Part II: prepare the presentation

Include the following information:

- Basic information such as who, what, when, where, why
- A timeline of events

- Evidence of how your event fits within the 10 Stages of Genocide
 - The legacy of the event (what has happened since?)
 - Graphics including maps and people (Choose carefully and limit the number for impact. Please do not include anything too graphic or sensitive. Check with me if you are unsure.)
- ✓ Choose one of the following presentation formats:
- PowerPoint
 - Prezi
 - Google Slides
 - Animoto
 - Nearpod
 - Buncee for education
 - Emaze
 - Kizoa
 - Slideful

***Your presentation should not be longer than 10 minutes.
You will need to sign up for a presentation time.
I will announce the sign-up procedure in class.***

Part III: design the infographic

The purpose

- Create a tool to educate and inform your peers
- Simplify a complicated subject
- Present information in a way that is visually engaging

The Content

- Emphasize anything visual – Images –Color and open (white) spaces –Drawing – Font or lettering
- Limit the amount of text- statistical information, captions, brief descriptors
 - Required elements: basic information, timeline, statistics, legacy
- Choose a tool to create your design:
 - Canva
 - Easel.ly
 - Piktochart
 - infogr.am

I use Canva. For more choices and reviews, go to one of the following websites:

<https://www.commonsense.org/education/top-picks/best-infographic-design-apps-and-websites>

<https://www.creativebloq.com/infographic/tools-2131971>

Finding Images

Most students (and adults) usually Google images and copy them for a presentation. However, if you do, you may be in copyright violation. **Respect an artist's creations, and only use copyrighted images in your assignments.** Below are links to sources that give you access to copyright free music, images and multimedia for use in your projects.

What is Creative Commons?

This is a non-profit organization founded on the notion that some authors may not want to exercise all the intellectual property rights the law affords them. Creative Commons has developed a set of free public licenses to enable authors to share their work with others.

Creative Commons Search (<https://search.creativecommons.org>- use this site to search various places for Creative Commons licenses)

Flickr's Creative Commons Page (<https://www.flickr.com/creativecommons/>)

Photos for Class (<https://www.photosforclass.com>- copyright friendly Creative Commons licenses)

Part IV: Create the works cited page

Your works cited page should:

- **be typed in size 12 Times New Roman font**
- **be double-spaced**
- **have 1-inch margins**
- **Center the title of the page- Works Cited** (do not italicize or put in quotation marks)
- **list entries in alphabetical order according to the first piece of information**
- **indent .05 inch or using hanging indents for the second and subsequent line** (look under the paragraph settings)
- **Contain all relevant information in the correct order with the appropriate punctuation**

How to Cite Using MLA Citation

(Remember to use OWL Purdue as a resource.)

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*. City of Publication, Publisher, Publication Date.

Article in a Reference Book (e.g. Encyclopedias, Dictionaries)

For entries in encyclopedias, dictionaries, and other reference works, cite the entry name as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*, 3rd ed., Dell, 1997, p. 369.

Electronic Sources

Not every Web page will provide all the following information. However, collect as much of the information as possible:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in *italics*. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material.
- URL

Citing an Entire Web Site

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. If a URL is required or you chose to include one, be sure to include the complete address for the site. (Note: The following examples do not include a URL because MLA no longer requires a URL to be included.)

- Remember to use **n.p.** if no publisher name is available and **n.d.** if no publishing date is given.
- 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). Medium of publication. Date of access.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

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

Remember to use **n.p.** if no publisher name is available and **n.d.** if no publishing date is given.

"How to Make Vegetarian Chili." *eHow*. Demand Media, n.d. Web. 24 Feb. 2009.

For other examples and information, go to:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html

Works Cited

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- Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *Ebert Digital LLC*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2019.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.
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- An Inconvenient Truth*. Directed by Davis Guggenheim, Paramount, 2006.
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- Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.
- Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review*, vol. 96, no. 2, 2006, pp. 31-34.
- . "Global Warming Economics." *Science*, vol. 294, no. 5545, 9 Nov. 2001, pp. 1283-84, DOI: 10.1126/science.1065007.

- Regas, Diane. "Three Key Energy Policies That Can Help Us Turn the Corner on Climate." *Environmental Defense Fund*, 1 June 2016, www.edf.org/blog/2016/06/01/3-key-energy-policies-can-help-us-turn-corner-climate. Accessed 19 July 2016.
- Revkin, Andrew C. "Clinton on Climate Change." *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.
- Shulte, Bret. "Putting a Price on Pollution." *US News & World Report*, vol. 142, no. 17, 14 May 2007, p. 37. *Ebsco*, Access no: 24984616.
- Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge UP, 2003.

This is a sample Works Cited Page from OWL Purdue.

Turn it in

Deliverables:

1. Team administration documents:
 - a. Contract
 - b. Task list
2. Research guide for each source (at least 6)
3. Shared access to presentation (share slides or a working link **kduncan3@wcpss.net**)
4. Hard copy printed **OR** working link to infographic written on an index card
5. Hard copy printed of the team's Works Cited Page

Assessment Criteria:

Collaboration = 15% (team documents and teacher observation)

Everyone contributes to research, creation, and presentation. The team uses class time efficiently and is not off-task or out of area.

Research = 25% (research guides, Works Cited Page)

Documents meet the requirements as outlined. Papers are complete and submitted on time. Correct MLA format used on Works Cited with no obvious errors.

Infographic = 35% (document)

No grammatical or mechanical mistakes. Information meets requirements and is accurate. All graphics are related to the topic, enhance understanding, and are laid out in an attractive format.

Presentation = 25% (class presentation)

All team members have an active and equal role in the presentation. Content meets the requirements and contains appropriate visual aids that enhance the presentation. The presentation is engaging, and presenters do not read from the slides. The presentation does not go beyond 10 minutes.

A rubric will be provided before the deadline.