Genocide in the 20th and 21st Centuries

**WebQuest Description:** This WebQuest guides students in an inquiry to form an opinion based on knowledge, take action, and make recommendations to specific audiences related to genocide in the 20th and 21st centuries.

**Grade Level:** 9-12

**Curriculum:** Social Studies

**Keywords:** world history, genocide, civic participation

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### Introduction

In this WebQuest, you will investigate a 20th- or 21st-century genocide. You will use your knowledge to take action in some form or another in order to share what you have learned and believe about genocide as a result of participating in this WebQuest. Some people believe that persecution and injustice are a “natural” part of the human experience. They believe it is inevitable that some people and governments will come into power and use their power to enslave and even murder their real or perceived enemies. Other people believe that violence does not have to be part of “human nature.” They believe that people can change the world to make it a more just, humane, and peaceful place. One of those people was Margaret Mead, a cultural anthropologist, who said, “A small group of thoughtful people can change the world. Indeed, it’s the only thing that ever has.” Can young adults be that small group of thoughtful people who change the world? If so, what can you do about the horrors of genocide? The term genocide was coined in 1944. The concept was first used in the Nuremberg War Crime Trials in 1946. In 1948, the international community came together to propose and ratify the Convention on the Prevention and Punishment of the Crime of Genocide in which genocide was defined as a punishable crime against humanity. Before you begin this WebQuest, view the video below. Then define genocide, discuss it with your classmates, and record your definition in your notes. What is the punishment for genocide? Also, investigate the 10 stages of genocide and record these in your notes as well. The Genocide Watch Web site has resources that offer a place for you to begin to build your background knowledge.

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### Tasks

Your task is to investigate information about genocides that have occurred in the 20th century or continue to occur to the present day. You will work as an individual or with a team. You will develop your own question(s) as you investigate the topic of genocide. The Genocide Web Quest Checklist will help you organize your inquiry. As you explore the resources on this WebQuest, you/your team will make notes to answer your question(s) and take the perspective of advisors to specific government officials, specific international organizations, or to young adults. At the end of this learning experience, you will arrive at your own conclusions about these crimes and present your findings, opinions, and recommendations to an appropriate audience. One of these groups will be your audience for the presentation of your learning: 1. What should government officials do in the face of these atrocities? 2. What should international organizations do about genocide? 3. What should young adults do to act against genocide and for social justice? You will determine the most effective communication format to reach your target audience. Before you begin, review the Genocide WebQuest Rubric.

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### Process

You/your team will print out and read the entire Genocide WebQuest Checklist. Fill out your/group member's name(s). Your teacher(s) will review your checklist periodically to offer support and direction. You will begin your work by exploring the Genocide WebQuest Pathfinder resources provided by your classroom teacher, school librarian, or other inquiry guide. When you have developed further background knowledge on genocide, you/your team will formulate one or more questions about genocide in general or about a specific occurrence of genocide. You will revisit the resources in light of your question. You will also search databases and the Web for additional resources. Each team member will make notes and keep bibliographic records about the resources you use. Use an electronic notemaking tool, the Works Cited Graphic Organizer Form (Word format) or the Notemaking Graphic Organizer (Word format), or develop your own system for keeping records. You will use Easybib.com or another electronic citation generator to create your Works Consulted or Cited in the format required. When you use blogs, other Web sites, or other resources that are not included on the Genocide WebQuest Pathfinder, complete the Web Site Evaluation Graphic Organizer to determine the authority, bias, and currency of the information. Continue to use the Genocide WebQuest Checklist to guide your process. Think about the three possible audiences for your inquiry results: 1. government officials, 2. international organizations, 3. or other youth. Is your question more relevant to the work of one of these audiences than to the others? What would be the best format to use to present your findings, opinions, and suggestions to the specific audience that you choose for this work? (Some possible formats are offered on the Conclusion page.)

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### Evaluation

“Those who cannot remember the past are condemned to repeat it.” George Santayana

Some would argue that governments and international organizations have repeatedly ignored and continue to be ineffectual in dealing with the crime of genocide. But U.S. citizens are finding ways to make a difference. For example, high school students in Tucson, Arizona raised funds to help buy medicine for African refugees who had fled Darfur (Tucson Weekly, March 22, 2007). In an op-ed piece by New York Times syndicated columnist Nicholas D. Kristof that appeared in the January 17, 2007 Arizona Daily Star, the writer tells about the work of university students, churches and temples, celebrities, and school children who have organized against the genocide in Darfur. On the surface, lawn signs and armbands may not seem like powerful enough weapons to combat a horrendous crime occurring on another continent, but “freelance diplomacy” can influence public opinion, and even Sudanese President Omar al-Bashir got the message. The Save Darfur Coalition sent then New Mexico Governor Richardson to Khartoum to meet with President al-Bashir, who subsequently agreed to a cease-fire and to prosecute rapists. We can be skeptical about whether or not these kinds of agreements are upheld in the future, but the bad publicity for al-Bashir’s government made a difference. What can you do with the information, ideas, and opinions you have collected and developed during this WebQuest?

Determine a specific audience for your work. Here are some questions to help you think about narrowing the audience for your final product:

1. If you want to focus on governments, do you want to share your recommendations with the U.S. government or the government of another country? Which individual or department within that government should receive your communication? If you want to share your message with international organizations, do you want to communicate with the United Nations, the International Red Cross, or another organization? Which individual or department within that organization should receive your recommendations? If you want to target your recommendations and presentation to young adults, will you share your findings with peers in your class, in your school, in your city or state, or in the greater online community? How will you know you have reached them?

2. Use the Genocide WebQuest Presentation Checklist and Reflection Exit Slip to guide your work. Review your inquiry question and the specific audience you have selected for your presentation. Consider this list of possible presentation formats: Blog, Creative Writing Piece (Fictional memoir, play, poem), Debate (for this choice you must find a classmate or a group of classmates prepared to take opposing viewpoints), Letter to the Editor or Op-ed Piece, Persuasive Essay, Podcast, PowerPoint Presentation (Illustrated and with audio), a complete upload to the Web (via software or Web 2.0 tool) Web Page, Wiki, Web 2.0 Tool such as Prezi or VoiceThread. With consideration for your audience, select a format or propose one that is not listed. Secure approval from your teacher, school librarian, or other inquiry guide. Organize your ideas and seek any technical support you may need. Bring your completed Genocide WebQuest Presentation Checklist and Reflection Exit Slip to a conference with your classroom teacher, school librarian, or other inquiry guide. Arrange a presentation production and presentation time. Remember to use EasyBib.com to create a bibliography. Your Works Cited or Consulted in the format your inquiry guides require. (The rubric requires MLA format.) Also, if you are distributing your work on the Web, be sure that ALL of the media you use is copyright-free. If you are not distributing your work on the Web, be sure ALL of the media you use is allowable under Fair Use guidelines. Caption and cite all of your media. Self-assess your work using the Genocide WebQuest Rubric or other assessment instrument provided for you. Share your learning and seek feedback from the audience for this work.


**Teacher Page**

Objectives of this WebQuest: At the end of this Web Quest, students will be able to: 1. Define genocide and the punishment for this crime as defined by the United Nations and the eight stages of genocide. 2. Identify incidents of genocide within the last one hundred years. 3. Recommend action for government officials, international organizations, or individuals. 4. Communicate findings and opinions about genocide with classmates or the online community. About this WebQuest: Each student or team of students who participates in this Web should have the opportunity to develop his/her/their own question related to genocide. These questions will help students focus their inquiry. Students’ questions may change over the course of the inquiry. Students will use the Internet resources provided on the Genocide WebQuest Resources page as well as the resources students locate independently. Classroom-library collaboration is highly recommended. Are their experts in your community who could further students’ study? Holocaust survivors, political and social scientists, and international law attorneys would be powerful additions to print and electronic resources. As students begin the WebQuest, review notemaking and bibliographic recordkeeping. This is an excellent opportunity for classroom teachers and school librarians to coteach. Giving students a framework for their inquiry is important. Your school, district, or school librarian may have a model students are required to follow. The book Guided Inquiry Design: A Framework for Your School (Kuhlthau, Maniotes, and Caspari 2012) explains one process. Students will also need instruction in conducting database and Web searches, evaluating Web sites, understanding and using multimedia ethically and may also need support in learning Web 2.0 tools for their presentations. Two or more educators will be able to provide team conferences more easily as students conduct their inquiries and prepare their presentations. Teams of students will negotiate and select the audience for their findings and think about their presentation format before, during, and after their research process. At the conclusion of their inquiry, students may present their work.
in a number of formats, but they should select a format suitable to the audience. Educators will support students in selecting appropriate audiences for their work and presentation formats. It is recommended that students review and use the Genocide WebQuest Presentation Rubric provided or that you and your students develop a rubric for evaluating this learning experience before students begin to conduct their study. Halfway through the process, revisit the rubric and revise it as necessary. Students can be asked to self-reflect on their process as well as their final product. Additional Educator Resources: Films: Sometimes in April This is one of several excerpts from the film. Hotel Rwanda This trailer provides an introduction to the film. Steven Spielberg Film Archive at Hebrew University, Jerusalem, Israel! This site offers a catalog and many films are available online. Educator Workshops and Materials: Echoes and Reflections: A Multimedia Curriculum on the Holocaust These excellent materials were developed by the Anti-Defamation League, USC Shoah Foundation Institute for Visual History and Education, and Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority. Online Workshop Teaching about the Holocaust This worthwhile workshop is sponsored by the United States Holocaust Memorial Museum in Washington, D.C. Southern Poverty Law Center Teaching Tolerance offers free materials to educators, including "One Survivor Remembers," which tells Gerda Weissmann Klein's story of surviving six years in Nazi labor camps. About Web Quests: The WebQuest found on this site is intended as an inquiry-oriented Web-facilitated learning experience for high school or college students. After participating in the Genocide in the 20th and 21st Centuries WebQuest, students can demonstrate their learning in one of the suggested products/presentations or in any way you feel appropriate. A WebQuest addresses the AASL Standards for the 21st-Century Learner, a document of the American Association of School Librarians. WebQuests are an electronic learning experience that can also thoroughly address technology standards for students as outlined by the NETS® (International Society for Technology in Education - ISTE) and well as your state standards in the areas of social studies, research, technology, and language arts (in this case the Texas TEKS). Word Cloud. Wordle.net. Web. 13 May 2016. http://www.wordle.net/

Standards
AASL Standard Indicators (selected)

Standard 1.3.3: Follow ethical and legal guidelines in gathering and using information.

Standard 2.2.1: Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Standard 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

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#6 Creative Communicator
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Texas High School Standards (TEKS) addressed in this WebQuest:

World History
(17) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
(A) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and
(B) describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.

(18) Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:
(C) identify examples of political, economic, and social oppression and violations of human rights throughout history, including slavery, the Holocaust, other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union;
(D) assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20th century.

English Language Arts and Reading
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
(A) marshals evidence in support of a clear thesis statement and related claims;
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
(C) uses graphics and illustrations to help explain concepts where appropriate;
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and
(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.
Technology Applications
Desktop Publishing
(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:
(A) use strategies to obtain print and digital information from a variety of electronic resources including, but not limited to, reference software, databases, and libraries of images, citing the source; and

Computer Science
(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
(A) publish information in a variety of ways including, but not limited to, printed copy and monitor displays; and
(B) publish information in a variety of ways including, but not limited to, software, Internet documents, and video.

Credits

Other