SOCIAL JUSTICE 12

STUDENT RESEARCH

For three weeks of the course, students will be working in the library doing independent research. Following this, students will have the option to present their research to the class. Material presented by students becomes part of the course material and is included on the final exam.

In order to meet the needs of individual students, a number of options are available. Students can use any combination of options to do work worth 100 points.

Options:

Research Project 75 possible points
Presentation of Research Project 25 possible points
Graphic Story (fiction or non-fiction) 50 possible points
Book Report (complex book) 25 possible points
Book Report (simple book) 15 possible points
Report on a Documentary 15 possible points
Evaluation of a Film (fiction) 10 possible points

It is recommended that students planning to take academic (university level) courses after high school do the research project and presentation. This will give you the opportunity to learn the research process in a guided and supported atmosphere.

The options are explained on the following pages.

You have a maximum of two days to decide how you will be making your 100 points.

Your working bibliography will be due on Monday.

Note:

Students will be evaluated on their comprehension of topics presented by classmates.

Marking:

Preliminary work on this assignment counts for 10% of your term 2 mark.

The completed assignments count for 40% of your term 2 mark.
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RESEARCH PROJECT

Students will choose one of the following options:

A) Report in more detail on one aspect of the Nazi Holocaust (for example, the executions of individuals with handicaps). The project must answer the following questions:

What, where when this happened?
How and why did it happen?
What was the experience of the victims?
How could it have been prevented?
What was Canada’s response?
What has been the impact of this event?
What lessons does this provide for humanity?

B) Report on another example of genocide which was not yet discussed. Note that when using this option, you will have to also justify why this should be classified as a genocide. The project must answer the following questions:

What, where when this happened?
How and why did it happen?
What was the experience of the victims?
Why is it classified as genocide?
How could it have been prevented?
What was Canada’s response?
What has been the impact of this event?
What lessons does this provide for humanity?

During the project writing segment of the report, students will meet with the teacher on a weekly basis and will be evaluated on their progress.

Presentation of Student Research

Students will present their research to the class. The visual medium with which this is presented is to be determined by each individual student. It must answer the questions above, and is to be followed by a class discussion. Each presentation will take 15-20 minutes and will include questions for classmates to answer and to discuss.
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GRAPHIC STORY

Using books like MAUS and PALESTINE as a model, create a graphic story to tell about a genocide or a human rights issue.

If you are drawing your story by hand, it must be at least 25 “boxes” in length. If you are doing it on a computer, it must be at least 50 “boxes”.

Your story must include a title page, a bibliography with at least five sources, and a 250 word essay explaining why this is a genocide or a major human rights issue. Draw from the definition of genocide from the UN Genocide Convention, as well as the Eight Stages of Genocide from Genocide Watch.
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BOOK REPORT

The report you do will depend on whether your book is fiction or non-fiction. Mr. Chidiac will discuss whether your book is a "simple book" or a "complex book" when you show it to him. Book reports for complex books will be a minimum of 250 words. Book reports for simple books will be a minimum of 150 words.

FICTION or BIOGRAPHY

Discuss the main characters in the book. In summarizing the book, answer as many of the following questions as possible:

- What, where when this happened?
- How and why did it happen?
- What was the experience of the main characters?
- Why is it classified as genocide?
- How could it have been prevented?
- What was/is Canada's response? What is the response of the world?
- What has been the impact of this event?
- What lessons does this provide for humanity?

Conclude with your opinion of the book and how effective you think it is in teaching the world about genocide and human rights.

If you do not feel that these questions allow you to effectively relay the message the author of your book is trying to present, speak to Mr. Chidiac before you begin writing your essay.
OTHER NON-FICTION

Write an essay explaining as many of the following as possible:

  What, where when this happened?
  How and why did it happen?
  What was the experience of the victims?
  Why is it classified as genocide?
  How could it have been prevented?
  What was/is Canada’s response? What is the response of the world?
  What has been the impact of this event?
  What lessons does this provide for humanity?

If you do not feel that these questions allow you to effectively relay the message the author of your book is trying to present, speak to Mr. Chidiac before you begin writing your essay.
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FILM OR DOCUMENTARY REPORT

You can choose a feature film (fiction or non-fiction), or a documentary of at least 60 minutes. If a documentary is less than 60 minutes, you can use a combination of documentaries on the same subject. Each essay must be at least 150 words in length.

FILM

In summarizing the film, answer as many of the following questions as possible:

What, where when this happened?

How and why did it happen?

What was the experience of the main characters?

Why is this (non-fiction) or would this (fiction) story be classified as genocide? Draw from the definition of Genocide from the UN Convention, and the Eight Stages of Genocide from Genocide Watch.

What lessons does this film provide for humanity?

Conclude with your opinion of the film and how effective you think it is in teaching the world about genocide and human rights.

If you do not feel that these questions allow you to effectively relay the message the film is trying to present, speak to Mr. Chidiac before you begin writing your essay.
DOCUMENTARY

Write an essay explaining as many of the following as possible:

What, where when this happened?
How and why did it happen?
What was the experience of the victims?
Why is it classified as genocide?
How could it have been prevented?
What was/is Canada's response? What is the response of the world?
What has been the impact of this event?
What lessons does this provide for humanity?