

AP World History: Modern

Period 4: Genocide & Violence

Historical Research Project

Updated for the
2019-2020 Changes!

Unit Guide Learning
Objectives 7.8 and 8.7

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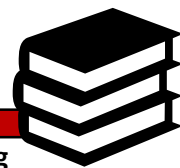
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Teacher Instructions



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Project Overview

Among the primary college skills are research, student-driven learning, public speaking, and collaboration; as such, groups will engage in specific research to understand and explain people, events, systems, ideas, etc., to the rest of the class. Students will form groups of 3-4 and choose one of four different AP World History topics from Period 4, Units 7 & 8 and present them to their peers. A typed, single-page, 12-point Arial font report must be turned in on the day of the presentation, and ALL members of the group must actively partake in the presentation.

Students will explain these terms or events in their own words and in less than 5 minutes. In their presentation they should have the who/what/where/when, as well as briefly contextualize the person, event, system, or idea, before explaining the topic's significance. In this project, the topics students may choose from are: **Rwanda Genocide, Irish Republican Army, Al Qaeda, and Shining Path Marxists.**

Groups are **STRONGLY** encouraged to present the information in a nuanced way; they may attempt to deliver the information using music, pictures, play acting, comedy, poetry, etc., so long as it is delivered clearly. While they can opt to present in a more conventional manner, the use of videos or slides are forbidden (although PowerPoints can be used to showcase pictures). These rules, combined with the 5-minute time limit, make it quite challenging for students & entertaining for the class!

It's also made a bit more competitive and fun by **offering a reward for the group who offers the most creative, clear, and concise presentation!** To reward students, I use my **Classroom Money Game** as a simple, and effective way to REALLY boost student engagement and effort. You can check the out [here](#) if you like. Regardless, they should be rewarded in some way... be it extra credit, candy, etc.

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Instructions Continue onto Next Page



Teacher Instructions



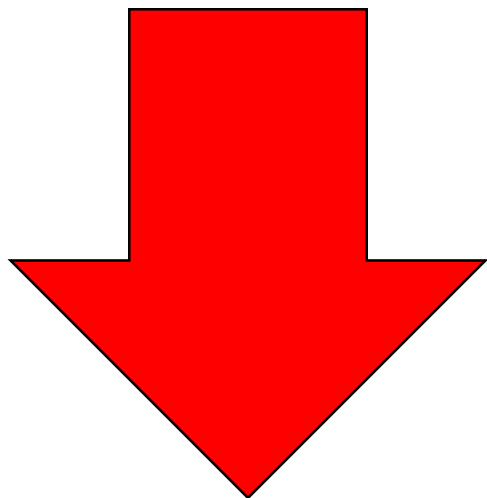
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Step-by-Step Instructions

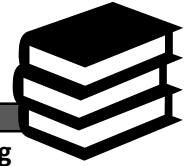
1. Introduce the project to students by handing out the **Student Instructions** (Page 6) and both rubric pages (Pages 7 & 8) at the beginning of the week; inform them the project will be due the day prior to the quiz.
2. Have students form groups of 3-5 with the intention of presenting a brief research project to the class (make sure each term has at least **two** groups covering it... if one term is chosen by less than two groups, just randomly select a group to switch over to the uncovered term).
3. Explain the rubrics to students and answer any questions. **Note:** The **Creativity** section of the rubric is referring to the creativity in their delivery or explain of the topic. Students who copy definitions, examples, or just 'stand-and-deliver' the information should receive a low score in the **Creativity** section. The only forbidden methods are slides or videos (slides permitted for pictures only).
4. Tell students that EVERY group member must participate in the presentation, and that groups will anonymously self-grade the contributions of other members.
5. Inform students that they will **take notes on the topics** when other groups present their terms. The terms ARE on the quiz and Unit Tests.
6. Share the news that it is a competition! In addition to the grade, the two groups with the most creative and thorough presentation will receive Morgan Bucks, extra credit, or whatever reward you offer! Hype it up!
7. Make sure to announce a due day. You can have students work on them in class (I usually give them at least 1 class period), at home, or both.
8. Inform students that on the day of the presentations, their group must turn in a typed, single-sheet with 12-point Arial font which provides the context for their topics, the who/what/where/when, and explains their topic's causes or impacts.
9. On presentation day, make sure to cap them at 4-5 minutes each so you have time to correct any mistakes or add any necessary details when they're done presenting.

To save ink, make
sure each group has a
copy of Pages 6 & 7

Additionally, make
sure that each
student has a copy of
Page 8



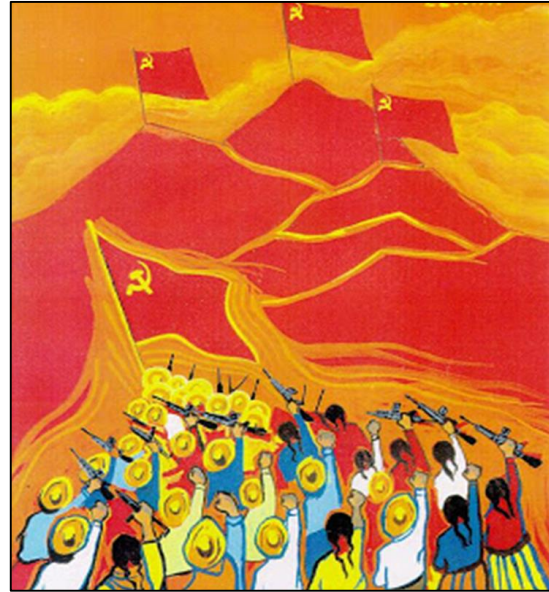
Student Instructions



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Genocide & Violence

In a group of 3-5, students will explain one of the four terms below in a 5-minute presentation. Groups must **contextualize** their topics, provide the **who/what/where/when**, and **explain how each group pursued political goals through the use of violence**. Groups are encouraged to use creative ways to deliver the information but MAY NOT use videos or PowerPoints. Additionally, each group will must turn in a typed, single-sheet with 12-point Arial font which provides the context for their topics, the who/what/where/when, & explains their topic's causes or impacts. Contents of the presentation MUST be school appropriate!



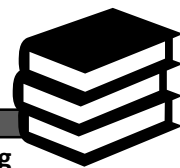
One last thing... there will be a reward for the two groups that deliver the information in the most creative and concise manner. ALL group members must participate and will be anonymously graded by their peers for their contributions to the research and development of the project.

Choose ONE of the following four terms to research and present about:

- **Rwanda Genocide**
- **Irish Republican Army**
- **Al Qaeda**
- **Shining Path Marxists**

Your instructor will inform you which days in class you can work on the projects, and also when the project will be due. See the following two pages for the **Research Project Rubric**, as well as the **Partner Participation Rubric**.

Research Project Rubric



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Name(s): _____ Period: _____ Date: _____

Name(s): _____

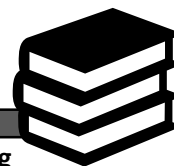
Below is the rubric that will be used to grade your Research Projects. Please remember to write the name(s) in your group, period, and date on this sheet to turn in on presentation day.

Rubric

Topics	1	2	3	4	Total
Topic Information	Basic spatial, chronological, and other required information not present	Some basic spatial, chronological, and other required information missing	Spatial, chronological, and other required information present but some incorrect	Basic spatial, chronological, and other required information present and correct	
Contextualization	Little relevant contextual information provided about the topic	Some relevant contextual information provided about the topic	Provided contextual information was mostly relevant to the topic	Provided contextual information was wholly relevant to the topic	
Presentation	Little information was communicated effectively, seamlessly, or at a reasonable volume	Some information was communicated effectively, seamlessly, or at a reasonable volume	Most information was communicated effectively, seamlessly, or at a reasonable volume	All information was communicated effectively, seamlessly, or at a reasonable volume	
Creativity	No creativity or nuance in the group presentation	Little creativity or nuance in the group presentation	Some creativity or nuance in the group presentation	Presentation was adequately creative or nuanced	
Written Submission	Format largely incorrect or incomplete	Some errors on format	Few errors on format	No errors on format	

**TURN THIS IN TO YOUR INSTRUCTOR
WITH YOUR NAME(S), PERIOD, AND
DATE ON PRESENTATION DAY!**

Partner Participation Rubric



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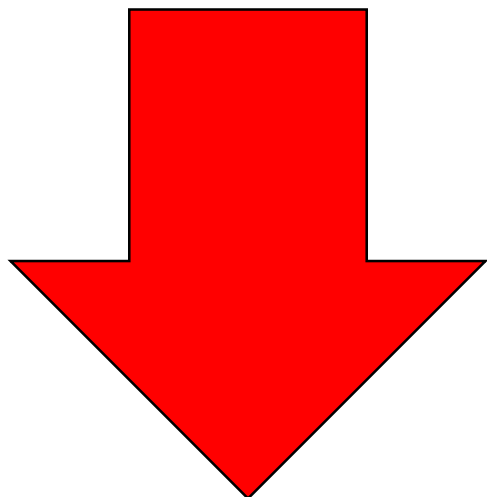
Student Instructions

Below is a rubric with which you can grade the participation of your partners. Simply enter each group member's name in the boxes on the left column. After you have written their names, read the scoring explanations for 0-3 and score their contributions to the group in the right column. Your partners **WILL NOT** see the scores you submit, so grade their effort (or lack thereof) honestly. Remember to fold your Partner Grade Rubrics when the instructor collects them.

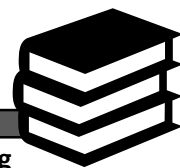
Group Member	0	1	2	3	Total
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	

Your instructor will collect these after the presentations. Do not show others the names and grade you wrote!

Print a copy of the
Teacher Answer Key
sheet (Pages 10-11)
to correct or add to
student explanations
or examples when
they're done
presenting



Teacher Answer Key



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Answer Key

Make sure to correct or add to incomplete student explanations or examples after they've finished their presentations. It is critical students understand and log these terms for the quiz, Unit Tests, and the AP Test itself in May. Below is a brief summary of each topic regarding its significance to AP World History as per the College Board's Course Examination Description.

Some movements used violence against civilians in an effort to achieve political aims.

Shining Path is a communist revolutionary organization in Peru, espousing Marxism-Leninism-Maoism. When it first launched the internal conflict in Peru in 1980, its goal was to overthrow the state by guerrilla warfare and replace it with a New Democracy. The Shining Path believed that by establishing a dictatorship of the proletariat, inducing a cultural revolution, and eventually sparking a world revolution, they could arrive at full communism. In March 1983, ronderos (anti-rebel militias comprised primarily of trained peasants) brutally killed one of the commanders of Shining Path. They took him to the town square, stoned him, stabbed him, set him on fire, and finally shot him. Shining path's retaliation to this was brutal. In one of the worst attacks in the entire conflict a group of guerrilla members came into town and going house by house massacre dozens of villagers including babies with guns, hatchets and axes.

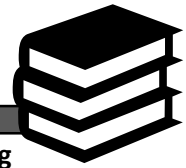
The Shining Path's attacks were not limited to the countryside. It mounted attacks against the infrastructure in Lima, killing civilians in the process. In 1983, it sabotaged several electrical transmission towers, causing a citywide blackout, and set fire and destroyed an industrial plant. That same year, it set off a powerful bomb in the offices of the governing party. During the 1990s, the Shining Path assassinated specific individuals, notably leaders of other leftist groups, local political parties, labor unions, and peasant organizations, some of whom were anti-Shining Path Marxist. Shining Path resistance, although substantially reduced, continues.

The Irish Republican Army was a paramilitary/terrorist organization that fought for complete Irish control and solidarity in Ireland. While many English and Scottish Protestants declined to join the new Republic of Ireland in 1922, instead remaining in the U.K. as Northern Ireland, scores of Catholic Irish in Northern Ireland wanted a union with the predominantly-Catholic Republic of Ireland. There was an 'old' IRA, which originally fought for independence from Britain following World War I, however, operations since the 1960s have detracted from the original independence fighters. Without any capacity to wage direct warfare against the British Army after the 1920s, the I.R.A. resorted to civilian violence and car bombings that picked up in the 1970s and 1980s (especially in the Northern Ireland capital of Belfast). Hostilities have since settled, and the border between Northern Ireland and the Republic of Ireland is now open, with general peace throughout the entire island.

Explanations Continue onto Next Page



Teacher Answer Key



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The Rwandan genocide was, essentially, the mass killing of ethnic Tutsi during the Rwandan Civil War in the spring and summer of 1994. Rival Hutu people, who had majority control of Rwanda, targeted and killed an estimated 70% of the Rwandan Tutsi population, mostly identifying and killing them at road stops where they determined their tribal ties/status on their driver's licenses. The Hutu were motivated by propaganda campaigns to portray the Tutsi as non-Christians who were intent on re-establishing a Tutsi monarchy and enslaving the Hutu. Following the nearly-100-day massacre, the heavily armed Rwandan Patriotic Front took control of the capital, and, with Tutsi and foreign backing, ended the genocide and displaced nearly 2 million Rwandans as refugees (most of them Hutu).

Al-Qaeda was a terrorist organization formed in 1988 by Osama Bin Laden and others opposed to Western and Israeli presence and influence in what they interpret as rightful Muslim lands. Without the capacity to wage direct war on Western powers, they have resorted to the killing of civilians for the purpose of accomplishing their political objectives (which is how terrorism is currently defined). They were responsible for the 1998 U.S. embassy bombings, the infamous 9/11 attack on the twin towers in 2001, and several other attacks and suicide bombings. While their primary leaders and allies were killed or dispersed by the 'War on Terror' (including Bin Laden) campaigned by the U.S. and several allies, the group remains active primarily as off-shoot groups and lone-wolf operants.