

Name:

Date:

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UNIT 1: *Defining Genocide: Origins of the Term***Directions:**

Read your Unit 1 Notes carefully before starting as every question below can be answered from that document. Answer in full sentences unless a question asks for a list.

Vocabulary - 16 marks (2 each)

For each of the terms below, write a definition in your own words and use it in a sentence that shows you understand what it means.

Term	Definition
Genocide	
Sentence:	
Raphael Lemkin	
Sentence:	
Genocide Convention	
Sentence:	

Protected Group	
Sentence:	
Intent (dolus specialis)	
Sentence:	
Crimes Against Humanity	
Sentence:	
War Crimes	
Sentence:	
Ethnic Cleansing	
Sentence:	

Section A - The Birth of a Word

Using your Unit 1 Notes (Topics 1-2), answer the following questions.

1. Why did Winston Churchill call the Nazi atrocities "a crime without a name" in 1941? What problem was he describing? (3 marks)
2. Explain how Raphael Lemkin created the word "genocide," and describe one personal experience that motivated his work. (3 marks)

Section B - Defining the Crime

Using your Unit 1 Notes (Topics 3-4), answer the following questions.

3. Why couldn't the Nuremberg judges convict Nazi leaders of "genocide," even though the word already existed by 1945? What were they convicted of instead? (3 marks)
4. According to Article II of the 1948 Genocide Convention, which four kinds of groups are legally protected from genocide? Which kind of group is deliberately left out, and why is this controversial? (3 marks)

Section C - The Five Acts and the Problem of Intent

Using your Unit 1 Notes (Topics 5-6), answer the following questions.

5. List two of the five acts that count as genocide under the 1948 Convention, and explain why the Convention includes acts that do not involve killing at all. (3 marks)
6. What does "intent" mean in the legal definition of genocide, and why does this make genocide especially difficult to prove in court compared to crimes against humanity? (3 marks)

Section D - Naming as Power

Using your Unit 1 Notes (Topic 7), answer the following questions.

7. During the 1994 Rwandan genocide, why did United States officials use the phrase "acts of genocide" instead of simply saying "genocide"? (3 marks)
8. How has the label used to describe Canada's residential school system changed over time? (3 marks)

Section E - Why This Matters

Using your Unit 1 Notes (Topic 8), answer the following question.

9. In your own words, explain why the legal definition of genocide is so narrow and specific, and why that narrowness matters. (2 marks)

Assignment: Perspectives on Naming a Crime - 8 marks

Choose ONE of the following people referenced in your Unit 1 Notes:

- Raphael Lemkin, on the day the UN adopts the Genocide Convention, December 9, 1948
- A journalist covering Winston Churchill's August 1941 radio broadcast
- A Soviet diplomat in 1948 arguing for the exclusion of political groups from the Convention
- A United States government official in 1994 deciding how to word a public statement about Rwanda

Write a one-page diary entry or letter from this person's point of view, incorporating at least four specific facts from your Unit 1 Notes. Marked holistically using the rubric on the last page, scaled to 8 marks.

Sample Answer (excerpt):

"December 9, 1948 - After all these years of writing letters no one answered, and sitting in hallways outside offices that would not see me, they have finally voted. Forty eight nations said yes today. My mother and father did not live to see the word I built out of a Greek root and a Latin ending become an actual law, but perhaps, somewhere, it will stop this from happening to someone else's mother and father."

(A full response would continue for a complete page and weave in at least four such details naturally.)

Holistic Marking Rubric

Used to mark the Assignment above.

Insufficient Evidence of Learning (0-3.5 marks)	Accessing (4-4.5 marks)	Developing (5-6 marks)	Mastering (6.5-7 marks)	Excelling (7.5-8 marks)
Does not demonstrate sufficient understanding of content, or awareness of competencies. Presentation is difficult to make meaning out of.	Demonstrates some understanding of some of the required content. References competencies accurately or uses competencies partially, perhaps without acknowledging the skill itself. Attempts to communicate some new learning, relevant to the topic or skill being worked on.	Demonstrates good understanding of most required content. Demonstrates clear understanding of relevant competency or competencies, and an ability to accurately, perhaps partially, use it/them. Communicates learning in a way that makes sense to the reader.	Demonstrates excellent, complete understanding of required content. Uses relevant facts. Demonstrates strong, complete use of the relevant competency or competencies. Communicates learning clearly and creatively.	Demonstrates exceptional understanding of required content. Possibly extends beyond requirements. Demonstrates confident, extensive, and self-reflective use of the relevant competency or competencies. Communicates learning clearly, articulately, and effectively.