

8th Grade Pre-AP Holocaust Research Project

Learning Targets:

- ✚ I am continuing to build background knowledge about the major events, terms, concepts, people, places (etc.) involved in the Holocaust so as to help my understanding of our Holocaust texts.
- ✚ I can analyze sources when conducting research, evaluating them for effectiveness, reliability, and usefulness.
- ✚ I can document sources correctly in MLA format.
- ✚ I know how to navigate the library and online databases when gathering research.
- ✚ I am preparing an interesting and complete media-based presentation suitable for teaching class colleagues about a given topic.
- ✚ I am practicing public speaking/presentation skills using basic technique such as: eye contact, appropriate volume, use of pauses, and interaction with audience members.

Task:

In order to build background knowledge about the Holocaust AND develop both our research/speaking skills, we will form small research teams (**3-4 team members**). Each team will be assigned a topic related to the Holocaust and will use websites, print sources, and online databases to gather appropriate information/images to create a **3-4 minute multi-media presentation** (Prezi, Powerpoint, or other form you have used - no more than **4-6 slides**) designed to teach classmates about your topic.

Class meeting #1: assignment overview, library research mini lesson, research time

Class meeting #2: research time in LMC/lab; rehearse for presentations

Class meeting #3: Presentations due _____

ALL team members will receive the same grade on the process/presentation, so be sure to work collaboratively, coach one another, share workload fairly, and strive to be great partners!

Turn in on due date:

1. MLA bibliography with evidence of 3+ sources consulted for your work
 - a. One source must be a website, complete with website credibility checksheet
 - b. One source must be a print source (book, encyclopedia, other reference book)
 - c. One source must be an article from an online database
2. Multi-media presentation saved to hard drive

Website Evaluation

Put a check in the box if the website includes what is described. Give each section a score between one and five depending on how many checks the section has. Many checks would score a 4 or 5. No checks would score a 1. Total up the scores at the bottom of the page for a total score. Provide the website address at the bottom of the page as well. (Note: scores of 15-20 are most likely credible websites)

Authorship

- There is an author/group of authors/company
- Author(s) have a college education or other experience that makes them credible
- Authors have been in their field for five or more years
- URL is an .edu, .org, or .net (.com is less credible)

1 2 3 4 5

Agenda

- Website does not show any bias toward or against any of the information given
- The website does not make money for anyone
- Who are the sponsors? Any sponsors do not have influence over the message
- The information is objective
- There is not a lot of advertising

1 2 3 4 5

Sources

- The website gives credit to sources (at the bottom of the page)
- There are many sources listed
- The sources are credible
- The sources are recent
- The links are current

1 2 3 4 5

Syntax

- There are no grammar, spelling or punctuation errors on the website
- There are no problems that may have occurred by translating the website to English

1 2 3 4 5

Website score (out of 20): _____

Web address:

Citing WWW sources and Images in MLA style

The “rules” for citing on-line sources/images change dramatically every year, so as you progress through your schooling, you’ll need to stay up-to-date regarding what each style requires.

According to the Purdue University “OWL,” here are some common items you should find and record when using electronic web sources. Collect as much of the following information as possible both for your bibliography and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics
- 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)
- Date you accessed the material
- URL (if required, or for your own personal reference)

FORMAT for WWW sources:

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.

EXAMPLE:

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

FORMAT for citing an image

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, the medium of publication, and the date of access.

EXAMPLE:

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. *Museo National del Prado*. Web. 22 May 2006.

Team Members: _____

Holocaust Mini-Research Project Rubric

<u>Skill/Standard</u>	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfact -ory
Process/Work Habits: On task, working collaboratively, using time wisely, asking questions, fair distribution of workload				
Research sources: Utilized a variety of credible, quality sources; (not just websites) Documented correctly in MLA bibliography				
Research content: Accurate, insightful information; Contributes to understanding of topic; Thorough				
Presentation content: All group members deliver content; Group members “know” the research and aren’t simply reading to audience; Interactive with content				
Presentation delivery: All group members are: audible, making eye contact, polished, interacting with audience; using pauses and appropriate rate of speech				
Presentation professionalism: Transitions between speakers are fluid; Presentation is organized; Professional appearance and behavior; All group members are focused throughout presentation				

Instructor comments: