**Integrated Holocaust Research Presentation**

**Directions:** Your group will be assigned a stage of genocide, and must research how this stage was perpetrated by Nazi Germany in the Holocaust. After spending a few days in class researching the topic, your group will become the resident **experts** in order to prepare and present a 7-10 minute lesson on your specific stage and will act as the **class’s lesson** on that aspect of the Holocaust—there will be no additional lecture, so be sure to be as comprehensive as possible*. Each member of your group must participate in both the planning and the presentation itself.* The purpose of this activity is to provide your peers with an understanding of the Holocaust through creative and engaging lessons.

**Your lesson must include the following:**

It is up to your group how the lesson is presented to the class. Use the class brainstorm list to decide how your group wants to teach the class about your specific stage of genocide. Within your selected lesson you must have the following:

1. A general **definition** and explanation of the stage. Include its purpose and why it is an essential part of the process of genocide.
2. Specific, **research-backed details** of how this stage was perpetrated by Nazi Germany.
3. An **example** of this stage from a genocide that is NOT the Holocaust, to make connections to other world events.
4. A connection to **Elie Wiesel’s** **experience**—may come directly from Night, or may come from research into his history or the history of the region he comes from.
5. A **thesis statement** arguing the impact of the Nazi strategy on the Holocaust.
6. A **Works Cited** page.
7. End the lesson with 2 - 5 **questions** that review the key details of your stage, and 1 **group discussion question**.
	1. You must choose how the class will respond to your questions, and lead the group discussion.

Your lesson must fit within 7-10 minutes. Going under or over this time limit will result in loss of points. This time does not include answering clarifying questions from the audience or the review segment.

**Our Group’s stage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentations are due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 9-10 | 8.5 | 7.5 | 6.5 |
| Research25% | Thorough, correct, compelling research that aligns with assigned stage; all sources are academic and carefully chosen | Correct research that aligns with assigned stage; all sources are academic | Some research does not align with assigned stage; some sources are questionable | Research frequently does not align with assigned stage; sources are questionable |
| Other required research15% | Thorough, correct definition and explanation of stage; correct, well-explained connection to another genocide; thorough connection to Elie’s life | Correct definition with basic explanation; correct connection to another genocide; includes correct connection to Elie’s life | Definition is not thorough or is partially incorrect; connection to other genocide is weak or poorly explained; connection to Elie’s life is weak or poorly explained | One of three elements is missing (more than one missing = additional lost points) |
| Citations and Works Cited10% | Correct MLA In-text citations given for all research on visual aids;MLA Works Cited is perfectly formatted | Up to 1 missing in-text citation; Works Cited largely correct with 1-2 formatting errors | Multiple errors in in-text citation and/or Works Cited | Multiple, significant errors in in-text citation and Works Cited format and/or missing citations |
| Present-ation25% | Speakers are well-prepared, easy to hear, use notes sparingly; presentation is equally divided among speakers; speakers know exactly who speaks and when | Speakers are prepared and mostly audible; some imbalance between speakers; some hesitation in changing speakers | Speakers are poorly prepared; audience has difficulty hearing; imbalance between speakers; hesitation in changing speakers | Speakers are unprepared; no sense of planning can be seen; significant imbalance between speakers |
| Questions10% | Review questions skillfully chosen to help peers check their understanding; discussion question is thoughtful and prompts higher-level thinking and sharing | Review questions help peers check their understanding; discussion question is open-ended | Review questions are basic but pertain to the subject; discussion question may be too simple | Review questions do not align with subject; discussion question is not open-ended; or one of these is missing |
| Thesis 10% | Focused and clear thesis that addresses all required partsThesis insightfully addresses task; Argument has depth and complexity | Clear thesis that address all required partsThesis addresses taskArgument is present | Thesis present, but some parts missing/inadequateThesis attempts to address task; Attempts to make argument, but lacks so-what | Thesis undeveloped or unclearThesis does not address task; Lacks argument |