

***Night* Research Project**

Elie Wiesel's autobiographical narrative of his harrowing experience in Nazi death camps, Auschwitz and Buchenwald, offers readers a disturbing look into the horrors prisoners faced during the World War II Holocaust. To understand Elie's experience more fully, as well as the Holocaust itself, we will be researching various aspects of *Night* and the events that led to both the rise and fall of Nazi Germany. Each group of students will be responsible for researching and presenting a certain topic to the class.

Objectives:

During the research process, English 10 students will:

- Gain knowledge to inform their reading and interpretation of *Night*
- Perform varied research skills
- Synthesize research information to create coherent meaning about their topic
- Effectively communicate their topic to the class in a group presentation setting
- Manage their time effectively
- Collaborate with peers

Products:

Individual

- Research Log *or* Note Cards created with 3 sources (Do not use 3 of the same type of source, such as 3 websites.)

Group

- Comprehensive Multimedia Presentation (using technology – i.e. PowerPoint, video, picture slideshow, website, etc.)
- Oral Presentation (includes interactive elements for audience, as well as props)
- Works Cited Page –
 - Required to use a minimum of 5 sources in presentation (variety counts: use books, websites, articles, documentaries, interviews, etc.)
 - Must include sources for visuals. (These do not count as part of the main 5 sources above.)

Topics:

1. Judaism (Torah, festivals, traditions, etc.)
2. Hitler & the Third Reich & the Nuremberg Laws
3. The Gestapo (Secret Police)
4. Kristallnacht (“The Night of the Broken Glass”)
5. The Ghettos
6. “The Final Solution”
7. Einsatzgruppen (Mobile Killing Units/SS Officers)
8. Concentration/Death Camps
9. Nazi Death Marches
10. The Liberation of Nazi Death Camps

Never shall I forget that night, the first night in camp, which has turned my life into one long night...Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. Never shall I forget these things, even if I am condemned to live as long as God Himself. Never.

–Elie Wiesel

Research Process

Step 1:

Introduction to the research process

Step 2:

What is a reliable source?

Step 3:

Note card/ Research Log Session: Taking individual notes on sources using either a record log or note cards. (Note: For this session, each individual student must bring 3 sources on his/her group's selected topic and either a research log or note-cards)

Step 4:

Synthesizing information (individually & as a group)

Step 5:

Create your oral presentation

Create the multimedia facet of your presentation

Step 6:

Discuss presentation techniques

Step 7:

Present!

Group Information (Please work well with those in your group. After the final presentation, each group member will complete a feedback form on *your* performance. Your group also has the power to vote you out should you fail to contribute fairly.)

Topic: _____ Date: _____

Holocaust Research Project Standards

Reading:

- CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing:

- CCSS.ELA-Literacy.W.9-10.1.d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.W.9-10.2.a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.9-10.2.b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.W.9-10.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-Literacy.W.9-10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Listening & Speaking:

- CCSS.ELA-Literacy.SL.9-10.1.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Night Research Project Rubric (STUDENT COPY)

Due on the day of the presentation:

- **Individual:**
 - Research notes (Research Log or Note Cards)
- **Group:**
 - Typed outline of presentation or printout of slides
 - Works cited page (MLA hardcopy version)

Multimedia Citation Reminders:

- All borrowed information must have a parenthetical citation after it (author & page number)
- Each parenthetical citation must refer to a works cited slide at the end of the multimedia presentation.

Individual Grade: Sources & Research Notes (20 points in Writing)

(Individual Grade)	F/D (10-13.5 pts)	C (14-15.5 pts)	B (16-17.5 pts)	A (18-20 pts)
Sources/ Research Methods (20 pts.)	Sources are limited (less than 3) and not always reliable/valid. Research notes are inadequate. Citations do not always clearly show to which source they refer. Notes do not include parenthetical citation.	Sources are proficient (min. 3) and reliable/ valid. Research notes are adequate. Citations do not always clearly show to which source they refer. Each note is followed by a parenthetical citation with the page number, paragraph number, or etc. May contain a few errors.	Sources are strong (3-4 varied sources) and reliable/valid. Research notes are complete. Citations do not always clearly show to which source they refer. Each note is followed by a correct parenthetical citation with the page number, paragraph number, or etc.	Sources are advanced (more than 3-4 varied sources) and reliable. Research notes are complete and in depth. Citations do not always clearly show to which source they refer. Each note is followed by a correct parenthetical citation with the page number, paragraph number, or etc.

Group Grade: Works Cited (20 points in Writing)

(Group Grade)	F/D (10-13.5 pts)	C (14-15.5 pts)	B (16-17.5 pts)	A (18-20 pts)
MLA Works Cited (20 pts.)	1) MLA Format: Missing or contains severe errors. 2) Punctuation, etc.: Severe errors in punctuation, grammar, spelling, etc. 3) Citation Information: Severe evidence of inaccurate, missing or extra information, and/or written out of sequence. 4) Inadequate amount of sources with little to no variety	1) MLA Format: Contains a few errors or inconsistencies. 2) Punctuation, etc: Few errors in punctuation, grammar, spelling, etc. 3) Citation Information: Most citations contain required information. Some omissions, extra information, and/or improper sequence 4) Minimum amount of sources and/or variety	1) MLA Format: Contains a couple minor errors. 2) Punctuation, etc.: Couple minor errors in punctuation, grammar, spelling, etc. 3) Citation Information: Almost all citations contain required information. Minor cases of omissions, extra information, and/or improper sequence. 4) Strong number of sources with variety	1) MLA Format: Entirely accurate. 2) Punctuation, etc.: Virtually no errors in grammar, punctuation, or spelling 3) Citation Information: All citations contain all required information in the right sequence. 4) Ample number of sources with variety

Group Grade: Presentation (75 points in Listening & Speaking)

(Group Grade)	F/D (12.5-17 pts.)	C (17.5-19.5 pts.)	B (20-22 pts.)	A (22.5-25 pts.)
Multimedia (25 pts.)	Lacks 1 or more of the required elements: Topic, group member names, color and images, and vital information about topic. Sources not cited.	Contains all required elements that are accurate and visually adequate. Includes basic design elements. Sources cited.	Contains all required elements that are accurately and aesthetically presented. Sources cited clearly and correctly.	Contains all required elements that are accurately and aesthetically presented. Includes superior design and delivery. Sources cited clearly and correctly.
Topic/Content (25 pts.)	Includes little essential information and minimal facts. (No outline provided.)	Includes some essential information and facts. (Inadequate outline provided)	Includes essential information that elaborates on the topic and gives audience an interesting perspective and understanding of the topic. (clear and easy to follow outline.)	Covers topic thoroughly and in depth. Gives the audience new insight and understanding into the topic that incites them to learn more. (clear and easy to follow outline.)
Group Presentation (25 pts.)	Great difficulty communicating ideas. Poor voice projection. Reflects poor preparation. Language is limited and delivery is ineffective. Only a few members shared or some shared more than others. Does not actively engage the audience.	Some difficulty communicating ideas because of voice projection of some members, lack of preparation, limited language, or incomplete work. All members shared, but not equally. Engages the audience.	Communicates ideas with proper voice projection and adequate delivery almost always. Language is appropriate and effective. All members shared equally. Actively engages the audience.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear and effective delivery at all times. All members shared equally and effectively. Actively and creatively engages the audience.

Night Research Project Presentations

TOPIC:						
Multimedia						
Cover Page <input type="checkbox"/> Topic <input type="checkbox"/> Member Names		Design <input type="checkbox"/> Poor/Basic <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Strong		Works Cited <input type="checkbox"/> Yes <input type="checkbox"/> No		
				Parentetical Citations <input type="checkbox"/> Never <input type="checkbox"/> Sometimes (1-2x's) <input type="checkbox"/> Frequently <input type="checkbox"/> Always		
Length of Presentation/Content						
Individual Presentation Comments						
	NAME	Voice	Eye Contact	Appearance	Movement/Gestures	Comments
1.		Easy to comprehend: <input type="checkbox"/> Never/ Rarely <input type="checkbox"/> Sometime <input type="checkbox"/> Frequently <input type="checkbox"/> Always	Maintains eye-contact: <input type="checkbox"/> Rarely: reads slide or notes most of the time <input type="checkbox"/> Sometimes: glances at audience occasionally <input type="checkbox"/> Frequently: glances at notes occasionally <input type="checkbox"/> Always: glances at notes rarely	Shows: <input type="checkbox"/> Little attempt to dress up (ex. wearing casual/sporty clothes or clothes with print on them) <input type="checkbox"/> An attempt to dress up (i.e. collared shirt, slacks, blouse, etc.)	Movement/gestures effectively used: <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Frequently <input type="checkbox"/> Almost always	
2.		Easy to comprehend: <input type="checkbox"/> Never/ Rarely <input type="checkbox"/> Sometime <input type="checkbox"/> Frequently <input type="checkbox"/> Always	Maintains eye-contact: <input type="checkbox"/> Rarely: reads slide or notes most of the time <input type="checkbox"/> Sometimes: glances at audience occasionally <input type="checkbox"/> Frequently: glances at notes occasionally <input type="checkbox"/> Always: glances at notes rarely	Shows: <input type="checkbox"/> Little attempt to dress up (ex. wearing casual/sporty clothes or clothes with print on them) <input type="checkbox"/> An attempt to dress up (i.e. collared shirt, slacks, blouse, etc.)	Movement/gestures effectively used: <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Frequently <input type="checkbox"/> Almost always	
3.		Easy to comprehend: <input type="checkbox"/> Never/ Rarely <input type="checkbox"/> Sometime <input type="checkbox"/> Frequently <input type="checkbox"/> Always	Maintains eye-contact: <input type="checkbox"/> Rarely: reads slide or notes most of the time <input type="checkbox"/> Sometimes: glances at audience occasionally <input type="checkbox"/> Frequently: glances at notes occasionally <input type="checkbox"/> Always: glances at notes rarely	Shows: <input type="checkbox"/> Little attempt to dress up (ex. wearing casual/sporty clothes or clothes with print on them) <input type="checkbox"/> An attempt to dress up (i.e. collared shirt, slacks, blouse, etc.)	Movement/gestures effectively used: <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Frequently <input type="checkbox"/> Almost always	
4.		Easy to comprehend: <input type="checkbox"/> Never/ Rarely <input type="checkbox"/> Sometime <input type="checkbox"/> Frequently <input type="checkbox"/> Always	Maintains eye-contact: <input type="checkbox"/> Rarely: reads slide or notes most of the time <input type="checkbox"/> Sometimes: glances at audience occasionally <input type="checkbox"/> Frequently: glances at notes occasionally <input type="checkbox"/> Always: glances at notes rarely	Shows: <input type="checkbox"/> Little attempt to dress up (ex. wearing casual/sporty clothes or clothes with print on them) <input type="checkbox"/> An attempt to dress up (i.e. collared shirt, slacks, blouse, etc.)	Movement/gestures effectively used: <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Frequently <input type="checkbox"/> Almost always	
Group Presentation Comments						
Engages the audience <input type="checkbox"/> No attempt <input type="checkbox"/> Attempted <input type="checkbox"/> Engaged the audience with an activity			Technology Preparedness <input type="checkbox"/> Gross technological delays <input type="checkbox"/> 1-2 technological delays <input type="checkbox"/> 0 technological difficulties or delays due to lack of prep.		Overall /Comments:	