The Holocaust Collection Project

 Throughout history, the world has seen tragic events that seem so heinous it seems inevitable that the world will surely learn from said events. The Holocaust is the most notable because of the number of victims, as well as world-wide involvement. In this project, you will collaborate with a group to assess a topic related to the Holocaust. You will research your topic, collect evidence, synthesize information, and construct a website dedicated to elaborating on your understanding of the topic. You will be assigned a group and topic. Below are the requirements of and steps to creating a worthwhile site.

***Topics:*** Nazi Rise to Power, Ghettos, Murder of the Victims, Clinging to Life (Resistance), End of the War, and Aftermath

***Roles:*** Leader, Recorder, Web Master, Editor

***Requirements:***

1. \_\_\_\_\_ Provide an overview to your topic. These are facts about the topic you’ve been assigned that will give your classmates a solid foundation of information regarding the topic. **You must have 5 sources total.** At least one of those sources should be from Fold3 by Ancestry and/or at least one from an outside source found independently. (Each of you will have specifics to provide for this section. While one person may be responsible for editing the final product, EVERYONE should contribute information from independent research.)
2. \_\_\_\_\_ Include 1 personal account that connects to your topic. We suggest using The Holocaust Collection to find personal stories. (You will receive an additional handout regarding Fold3 by Ancestry.) Copy the story to your site—Make sure to properly cite where you found this and who is speaking. In a thorough paragraph, explain how this personal account connects to your topic.
3. \_\_\_\_\_ Include an analysis of how your topic connects to Elie Wiesel’s memoir Night and provide textual evidence with an explanation to support your response.
4. \_\_\_\_\_ Using the Fold3 by Ancestry website, include two primary source documents. (You will receive an additional handout regarding Fold3 by Ancestry.) Provide a copy of the document. Explain at what we are looking, reveal from where it comes, name its creator, and identify its purpose.
5. \_\_\_\_\_ Provide a Bibliography Page that credits the sources you used in research. Remember: Bibliography means even those sources that you did not end up using.
6. \_\_\_\_\_ **Enriched English 9 Reflection:** After reviewing all of the student websites, write a reflection (at least one paragraph) that discusses what you have learned about the Holocaust from this project. Discuss how it aids in your understanding of Elie Wiesel’s experience. Explain how your reading of personal narratives compares and contrasts to analyzing a primary source document. Finally, discuss the pros and cons of digital archiving—In other words, what problems might digital archiving produce in the future AND what advantages do digital archives hold over physical documents?
7. **Reflection for U.S. History Students:** We all know that the Holocaust was a global catastrophe and is a very important topic in the study of world history. However, learning about the Holocaust is also an important part of our responsibility as American citizens. All students must understand that genocide is an issue that affects us all, no matter where or when it happened. As you write your reflection, think about what you have learned and think about the Holocaust in relation to American history. How was America part of this tragic event? Does America bear any responsibility for what happened? How has our country faced the issue of genocide? What is America’s role in making sure something like this never happens again? Hopefully, your reflection will demonstrate an understanding of how the Holocaust has impacted all of us, no matter who we are.

***Suggested Steps:***

Step 1—Order:

* Designate a Leader—This person will NOT be assigned extra work. This will be your go-to person for final decisions and delegation of duties.
* Designate a Recorder—This person will report to Mr. Huey and Mrs. Roderick who is assigned a task. They will also take general notes when the group meets as a whole—This is so you have proof of who was assigned each task! (Oh, and it will help your group organize in a thoughtful manner.)
* Designate a Web Master—This person will be in charge of the general set-up of the site.
* Designate an Editor—This person will complete a final proof of your compositions.
* *Example: Mrs. Roderick served as the Leader of our project. She delegated tasks. Mr. Huey served as the Editor—He reviewed our site to ensure accuracy of the content.*

Step 2—Research:

* **As a group**, research general facts about your topic.
* Once you have a general gist of your topic, assign the specifics.
* Complete your individual research. Construct solid information in paragraph form to share with your group.
* Use a site like Zotero or a Google Document to share your citations.
* *Example: Mr. Huey and Mrs. Roderick met to discuss the main points they would include for their topic, Jews in Europe. They researched and came up with a general list of more specific research needed: Crusades, Plague, 17-19th Centuries, and Immigration. They split the work and went their separate ways to complete independent research. As they worked, they used a Google Document to keep a working bibliography.*

 Step 3—Regroup & Share:

* Share the information and sources you found.
* As a group, be critical—What information is lacking? Is this a credible source?
* Create a plan to build your Weebly.
* *Example: After completing individual research on two of the listed topics, Mr. Huey and Mrs. Roderick met again to discuss the information they found. Mr. Huey pointed out pertinent details that Mrs. Roderick missed. She revised her information and checked information that needed sources to verify accuracy. Mrs. Roderick, also serving as a Web Master, set the plan to create the website. Mr. Huey selected the pages on which he would work: Overview & Primary Sources. Mrs. Roderick gave Mr. Huey her information she found for the overview. Meanwhile, Mrs. Roderick took on the Personal Accounts & Bibliography pages. Mr. Huey had already added his citations via the Google Document, so Mrs. Roderick used that to complete the bibliography.*

Step 4—Build Your Weebly:

* Each person should be assigned a task. Do NOT designate one person to complete the site.
* Assign the order in which you will work on this site and the tasks that each member will complete.
* Build your site!
* *Example: Mrs. Roderick is a little more tech-savvy, so she set constructed the site. Mr. Huey arranged to send photos and URLs to Mrs. Roderick. She posted his photos and links, posted her own, and sent Mr. Huey links to verify all information. Mr. Huey then added his text in the spaces Mrs. Roderick designated for it.*

Step 5—Reflection:

* Review all of the student sites—Mr. Huey and Mrs. Roderick will assign a specific day for you to complete this. Then, dedicate one page for your individual reflections. **Review the requirements listed above** for specifics regarding what you should reflect.
* When answering, complete in a similar manner to the following:  *Mrs. Roderick: In completing this project, I was able to gain a better understanding of…*
* *Example: Mr. Huey and Mrs. Roderick each completed a one-paragraph reflection on their Weebly. See the Reflections page. \*\*\*Their reflections will not reflect the information required of you listed above.*

Step 6—Review:

* The Web Master should take time to review the general layout of your website. He or she should ensure that all links to outside sources are working and all photos display. (Also, he or she should make sure it is aesthetically pleasing…That means pretty.)
* The Editor should take a final stroll through the site to ensure that the information provided is accurate and cited properly. He or she should also ensure that it is free of grammatical errors…or pretty close!)
* The Recorder and the Leader should read through to make sure everything meets their standards. If anything is lacking, they should report it to the Editor.

Step 7—Submit:

Let Mr. Huey and Mrs. Roderick know that your site is ready for grading!