**TARGET:  I CAN analyze how a text makes connections among and distinctions between individuals, ideas and events.**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Book Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Target:  I CAN analyze how authors interpret and emphasize evidence when writing about the same topic.**

**I CAN analyze how a text makes connections among and distinctions between individuals, ideas, or events.**(You, as the student, will make these connections and distinctions!)

**I CAN integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

**Holocaust Project Topics**

**Jim Crow Laws / Nuremberg Laws**

**Abolitionists / White Rose**

**Japanese Internment Camps / Concentration Camps**

**Genocide in the 20th/21st Century**

**Women’s Rights Under the Taliban / Rights of Jews in Nazi Germany**

**Underground Railroad Conductors / Those Who Aided the Holocaust Victims**

**Jim Crow Laws / Nuremberg Laws:**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

Provide background information for each.

·         What were the Jim Crow Laws?  What were the Nuremburg Laws?

·         Were they actual laws or societal norms?

·         How were they enforced?

·         What were their purposes?

·         What was the societal reaction to each?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)?**

**Abolitionists / White Rose:**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided**

**in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

Provide background information for each.

·         What were these two groups resisting?  What was their goal?

·         How did each group resist?

·         Did they achieve their goals?

·         Who were the notable leaders of each group?

·         What were the consequences of their actions?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)**

**Japanese Internment Camps / Concentration Camps:**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided**

**in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

      Provide background information for each.

·         What were the purposes of each?

·         Who operated them?

·         What was the treatment of prisoners like?

·         How were they released or liberated?

·         How was each group re-integrated into society?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)?**

**Women’s Rights Under the Taliban / Rights of Jews in Nazi Germany:**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided**

**in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

      Provide background information for each.

·         What rights did each group lack?

·         Who implemented these policies?

·         What were the consequences of breaking these rules?  Who oversaw the consequences?

·         Were these laws or societal norms?

·         Where are we as a society today with this?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)?**

**Genocide in the 20th / 21st Century: (Focus on 1: Sudan, Cambodia, Rwanda or Bosnia-Herzegovina)**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

Provide background information for each

·         Where did this occur?  To which groups did this occur?

·         What was the purpose?

·         Who carried out these genocides?

·         What were the reactions of other countries?

·         What types of propaganda were used?

·         How have these events impacted the culture of the victims?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)?**

**Underground Railroad Conductors / Those who aided Holocaust victims**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided**

**in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

      Provide background information for each

·         In what ways did they assist in protecting?

·         What risks were involved to those who assisted in escape?

·         Who (notable figures) helped in saving lives?

·         What were the backgrounds (religion, profession, family, etc.) of those who assisted the victims?

·         What was their motivation for helping victims?

**What other interesting facts and connections did you discover?**

**Why does this matter (conclusion)?**

**Know that most of your information regarding Nazi Germany and the Holocaust will be provided in your “We Remember…” book, classroom packets, and** [**http://www.ushmm.org**](http://www.ushmm.org/)

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| --- | --- | --- | --- | --- |
|  | **1** | **2** | **4** | **EXCEEDING EXPECTATIONS** |
| **Presentation** | The presentation delivery (tone, voice command, body language) was inappropriate for the task. | The presentation delivery (tone, voice command, body language) was appropriate for the task. | The presentation delivery (tone, voice command, body language) was smooth, practiced, and clear. |  |
| **Connections / Textual Evidence**  **(similarities)** | Connections are established about the events, but no textual evidence is given. | Connections are established about the events, but textual evidence is:  minimal (2) sufficient (3). | Connections are established and supported with thorough detailed textual evidence. |  |
| **Distinctions / Textual Evidence**  **(differences)** | Distinctions are established about the events, but no textual evidence is given. | Distinctions are established about the events, but textual evidence is  minimal (2) sufficient (3) | Distinctions are established and supported with detailed textual evidence. |  |
| **Introduction**  **(Hook & Thesis)**  **Conclusion**  **(Concluding Statements)** | Introduction does not include a hook and thesis.  Conclusions are based off of unfounded and insufficient information. | Introduction has a hook and thesis, but is not engaging or clear.  Conclusions are based off of irrelevant / invalid information. | Introduction includes an engaging hook and clear thesis.  Logical conclusions are based off of relevant and valid evidence. |  |
| **Educational Aid**  **(Used as a reference for talking points during the presentation)** | The aid was non-existent or not effectively utilized. | The aid was referenced to make satisfactory connections with the topics to foster learning. | The aid was a significant factor to the presentation and proved to be a strong learning tool. |  |