

The Individual and the Holocaust

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Approximate Timeline: Spring 2003 (Late April-Early May)

Area(s) of Core Content: World Civilization 10-12 grades

Organizer:

Why did those who lived during the Holocaust make the choices they made during this time in our history? Do these choices impact us as individuals?

Academic Expectations/Demonstrators and Core Content: *These are the primary standards that will be formally assessed in the culminating performance/product.*

Academic Expectation 1--Apply Communication and Math Skills:

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Demonstrators for Academic Expectation 1.16

Analyze and select appropriate technologies to efficiently complete a task and/or enhance productivity.

Academic Expectation 2--Social Studies:

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Demonstrators for Academic Expectation 2.16

Analyze how individual and group beliefs affect social systems.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Demonstrators for Academic Expectation 2.20

Interpret events using historical perspective.

Academic Expectation 4--Responsible Group Membership:

4.2 Students use productive team membership skills.

Demonstrators for Academic Expectation 4.2

Monitor and evaluate personal team membership skills and make appropriate adjustments for increased productivity.

Academic Expectation 5--Thinking and Problem Solving:

5.4 Students use a decision-making process to make informed decisions among options.

Demonstrators for Academic Expectation 5.4

Recognize options; gather information; propose alternative options.

Academic Expectation 6--Integration of Knowledge:

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators for Academic Expectation 6.2

Select and implement appropriate strategies to extend knowledge, skills, and experiences.

High School Core Content--Social Studies:

- SS-H-2.3.1 Various human needs are met through interaction in social institutions (family, religion, education, government, economy).
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-2.4.2 Compromise and cooperation are characteristics that may influence social interaction (e.g., peace studies, treaties, conflict resolution).
- SS-H-5.1.2 Primary sources allow individuals to experience history from the perspectives of people who lived it.

Secondary Standards: *These standards will be assessed through the instructional activities, but will not be formally assessed in the culminating assessment.*

Academic Expectation 1--Apply Communication and Math Skills:

1.2 Students make sense of the variety of materials they read.

Demonstrators for Academic Expectation 1.2

Relate reading experiences to life situations.

Academic Expectation 2--Social Studies:

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Demonstrators for Academic Expectation 2.14

Predict and evaluate consequences of particular actions or behaviors related to democratic principles.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Demonstrators for Academic Expectation 2.15

Analyze the impact of ethical beliefs on political systems.

Academic Expectation 3--Self-Sufficiency:

3.4 Students demonstrate the ability to be resourceful and creative.

3.6 Students demonstrate the ability to make decisions based on ethical values.

Demonstrators for Academic Expectation 3.6

Make decisions based on ethical values and evaluate the consequences.

Social Studies Core Content

SS-H-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Essential Questions:

1. How do the choices we make impact our decisions?
2. How do people form prejudices and stereotypes?
3. Why do some people resist prejudices and others follow?
4. What led to the rise and fall of Hitler and Nazism?
5. Why do people stay silent when they see horrific events and why do other people speak out or act?
6. What is the historical legacy of the Holocaust?

Culminating Performance:

Upon completion of this unit you are required to complete both parts of this assessment.

You will be assigned to a group. Using one of the formats: Hyperstudio, PowerPoint, brochure, web page, your group will trace the historical legacy of the Holocaust. Use the guidelines provided by your teacher. Remember to use the group evaluation sheet upon completion of the project. Include at least three of the following four items in one of the above formats:

Social

Economic

Political

Cultural

Open Ended Response:

Based on the character that you were assigned in a previous activity, and his/her choices, what lessons have you learned from this character and the decisions he/she made.

Scoring Guide for Project**Level 4:**

Students show extensive understanding of the concepts relating to the legacy of the Holocaust. Students followed or went beyond the steps required in the guidelines.

Level 3:

Students show broad understanding of the concepts relating to the legacy of the Holocaust. Students followed all the required steps in the guidelines.

Level 2:

Students show basic understanding of the concepts relating to the legacy of the Holocaust. Students followed some of the required steps in the guidelines.

Level 1:

Students show minimal understanding of the concepts relating to the legacy of the Holocaust. Students followed only a few of the required steps in the guidelines.

The Individual and the Holocaust Group Evaluation

Name	Evaluation Statements	Comments	Rate	Total
Your name	Works well with others in the group		1 2 3 4 5	
	Completes group assignments on time		1 2 3 4 5	
	Is supportive and assists in the completion of the project		1 2 3 4 5	
	Willingness to accept the individual role in the group		1 2 3 4 5	
	Does their fair share of the work		1 2 3 4 5	
Team member	Works well with others in the group		1 2 3 4 5	
	Completes group assignments on time		1 2 3 4 5	
	Is supportive and assists in the completion of the project		1 2 3 4 5	
	Willingness to accept the individual role in the group		1 2 3 4 5	
	Does their fair share of the work		1 2 3 4 5	
Team member	Works well with others in the group		1 2 3 4 5	
	Completes group assignments on time		1 2 3 4 5	
	Is supportive and assists in the completion of the project		1 2 3 4 5	
	Willingness to accept the individual role in the group		1 2 3 4 5	
	Does their fair share of the work		1 2 3 4 5	
Team member	Works well with others in the group		1 2 3 4 5	
	Completes group assignments on time		1 2 3 4 5	
	Is supportive and assists in the completion of the project		1 2 3 4 5	
	Willingness to accept the individual role in the group		1 2 3 4 5	
	Does their fair share of the work		1 2 3 4 5	
			Total	

Scoring Guide for Open Ended Response

Level 4:

Students show extensive knowledge of the subject matter. Students have no mechanical or grammatical errors.

Level 3:

Students show a broad knowledge of the subject matter. Students have few mechanical or grammatical errors.

Level 2:

Students show basic knowledge of the subject matter. Students have several mechanical or grammatical errors.

Level 1:

Students show minimal knowledge of the subject matter. Students have many mechanical or grammatical errors.

List of Characters of for Open Response

Come from Chapter 8 of *Holocaust and Human Behavior* from Facing History and Ourselves
They will either be resisters, rescuers or bystanders.

Evaluation Component:

Facing History and Ourselves provides a pretest and post test that will be used to judge the effectiveness of this unit.

Other possible pre and post evaluations might include brainstorming or KWL using Inspiration.

Knowledge:

Working content based vocabulary such as:

Prejudice	Rescuer	Weimar Republic
Resister	Annihilate	Isolate/isolation
Holocaust	Aryans	Denial
Genocide	Swastika	Persecution
Conformity	Sympathizer	Ethics/Morality
Obedience	Discrimination	Inferior/superior
Anti-Semitism	Tolerance	Concentration
Stereotype	Atrocities	Exterminate
Nazi	Propaganda	Evacuate
Bystander	Refugee	Kristallnacht
Ghetto	"Final Solution"	

Technology Standards:

T3 Use or Present Information/Ethical and Real World Use

T5.9 Use Electronic Mail Software

T6.1 Select appropriate software for a task.

T6.2 Publish information on the Internet.

T6.5 Create a presentation or product using application software

Skills/Abilities:

Analyze	FrontPage (web page design)	Illustrate
Categorize	Interpret	Evaluate
Communicate	Summarize	Compose
Make predictions	Understand	Assess
PowerPoint	Describe	Synthesize
Publisher	Classify	Design
Hyperstudio		Construct

Critical Resources:

Mimio/SMART board

Hyperstudio

PowerPoint

FrontPage

Publisher

Facing History readings/videos

Handouts for web page, PowerPoint, Hyperstudio, Publisher

Technology Resource Teachers (School/District)

Library media Specialists

Graphic Organizers

Facing History and Ourselves: Holocaust and Human Behavior

Modern World History text. McDougall Littell

Choices/Choice

Threaded discussion/online forum

<http://www.holocaustchronicle.org>

<http://www.ushmm.org/>

<http://www.remember.org/>

<http://www.holocaustsurvivors.org/>

<http://www.holocaustforgotten.com/> About the 5 million non-Jewish victims of the holocaust

http://www.historylearningsite.co.uk/hitler_youth.htm information about Hitler Youth (boys) and League of German Maidens (girls) and role of females in society

Essential Questions:

- How do the choices we make impact our decisions?
- How do people form prejudices and stereotypes?
- Why do some people resist prejudices and others follow?
- What led to the rise and fall of Hitler and Nazism?
- Why do people stay silent when they see horrific events and why do other people speak out or act?
- What is the historical legacy of the Holocaust?

Organizer:

Why did those who lived during the Holocaust make the choices they made during this time in our history? Do these choices impact us as individuals?

Activity 1: Identity

Name:

Date Scheduled: Late
Spring Of 2003

Lesson Length:

School:

Grade: 10-12

of Students:

Subject: World
Civilization

Topic:

of IEP's:

Objective: Students will accurately chart their place in their world.

Targeted Standards:

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators

- Relate reading experiences to life situations.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Analyze how individual and group beliefs affect social systems.

Program of Studies

Core Content for Assessment

- SS-H-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- SS-H-2.3.1 Various human needs are met through interaction in social institutions (family, religion, education, government, economy).
- SS-H-5.1.2 Primary sources allow individuals to experience history from the perspectives of people who lived it.
- SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Connections:

Context:

Timeline: 1 period or partial block

Materials/Resources Needed: Inspiration Me Holocaust Chart (copied for all) Holocaust and Human Behavior: Read: The Bear that Wasn't p. 2 (General) Stereotyping p. 16 (Advanced) Judaism: A Case Study in Discrimination (All students) p. 46 The Effects of Religious Stereotyping p. 43 (All students)

Technology Needed:

Lesson/Procedure:

Students will complete an identity chart in a pre-lesson format. Students will read assigned documents, either individually or assigned groups. Block scheduling: Students will be divided into groups and be given a specific reading. Questions from the readings will be assigned and

discussion will follow. Homework: Students will be given the chart to fill out again after the readings/discussion. Post evaluation to see what they have learned from the readings.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Use of collaborative teachers assist in reading. Take readings to Learning Strategies classes to complete the readings if they do not complete in Social Studies classes and for those requiring more time to read.

Assignment: Students will complete an identity chart in a pre-lesson format. Students will read assigned documents. Homework: Students will be given the chart to fill out again after the readings/discussion. Post evaluation to see what they have learned from the readings.

Assessment Type: Identity Chart

Reflections for the Future:

Activity 2: How do individual choices lead to the formation of prejudices/stereotypes?

Name: _____ **Date Scheduled:** Activity _____ **Lesson Length:** _____
2
School: _____ **Grade:** 10-12 **# of Students:** _____
Subject: World **Topic:** _____ **# of IEP's:** _____
Civilization

Objective: Students will explain why many young people were attracted to the Hitler youth movement, analyze the role of propaganda and peer pressure in the choices young people made during the 1930's and the relate the similarities and differences between the choices young Germans made and the decisions the young people face today.

Targeted Standards:

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 4.2 Students use productive team membership skills.

Demonstrators

- Relate reading experiences to life situations.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Recognize options; gather information; propose alternative options.

Program of Studies

Core Content for Assessment

- SS-H-2.3.1 Various human needs are met through interaction in social institutions (family, religion, education, government, economy).
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-2.4.2 Compromise and cooperation are characteristics that may influence social interaction (e.g., peace studies, treaties, conflict resolution).
- SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Connections:

Context:

Timeline: 2 class periods, or one block

Materials/Resources Needed:

H&HB Chapter 4 Changes at School

Chapter 5 Read Modules of

- Obedience
- Belonging
- Propaganda

Web sites:

<http://motic.wiesenthal.com/pages/t030/t03025.html>

<http://www.calvin.edu/academic/cas/gpa/pt36hj.htm>
<http://www.calvin.edu/academic/cas/gap/hjredner.htm>

Video :

Heil Hitler: Confessions of a Hitler youth
Triumph of the Will Readings

Technology Needed:

Classroom Computer

Lesson/Procedure:

Divide the class into groups. Each person compares their chart. Answer the question: How do you account for the difference in the choices these individuals or groups made? What surprised you about the decisions they made?

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Assignment: Divide the class into groups. Each person compares their chart. Answer the question: How do you account for the difference in the choices these individuals or groups made? What surprised you about the decisions they made?

Assessment Type: Identity Chart of Alfons Heck

Reflections for the Future:

Activity 3: Obedience and Conformity

Name:

Date Scheduled: Late
Spring of 2003

Lesson Length:

School:

Grade: 10-12

of Students:

Subject: World
Civilization

Topic:

of IEP's:

Objective: Students will explore the role of obedience in the implementation of the Holocaust. Analyze the decisions made by the bystanders and perpetrators. Results of the Milgram experiment and to interpret the role of decision making.

Targeted Standards:

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators

- Relate reading experiences to life situations.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Recognize options; gather information; propose alternative options.

Program of Studies

Core Content for Assessment

- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-5.1.2 Primary sources allow individuals to experience history from the perspectives of people who lived it.
- SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Connections:

Context:

Timeline: 2 class periods or 1 block

Materials/Resources Needed:

Threaded discussion Question: Obedience was the primary reason why the Germans and their allies killed Jews during the Holocaust. Agree or Disagree.

Readings for H&HB:

Chapter 7 page 313-317 Reserve Police Battalion 101

Chapter 5 pages 210-213

A Matter of Obedience Video: The Milgram Experiment

World at War: Genocide

Choosing to Participate: Little Things are Big
Web site: <http://www.holocaustchronicle.org>
Reflection Writing on Choices

Technology Needed:

Classroom computer
VCR and TV

Lesson/Procedure:

Students will read the article "Reserve Police Battalion 101" and the article "A Matter of Obedience." Students may will be placed into groups, arrive at a group consensus, answer the questions given on the articles and then discuss as a whole their decisions. Show the video the Milgram.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Collaborative teachers for assisted reading and monitoring of those requiring assistance. Items may need to be given to Learning Strategies teacher for those requiring additional time for reading.

Assignment: Students will review, or ask questions about the threaded discussion.

Assessment Type: Threaded Discussion Question: Obedience was the primary reason why the Germans and their allies killed Jews during the Holocaust. Agree or disagree. Reflection Writing on Choices

Reflections for the Future:

Activity 4: To Speak or Not to Speak?

Name: _____ **Date Scheduled:** Spring of 2003 **Lesson Length:** _____
School: _____ **Grade:** 10-12 **# of Students:** _____
Subject: World Civilization **Topic:** _____ **# of IEP's:** _____

Objective: Students will analyze the choices of ordinary individuals with their involvement with incidents of discrimination, racism and hatred. Relate choices of the past to the choices people are confronted with today.

Targeted Standards:

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 4.2 Students use productive team membership skills.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators

- Relate reading experiences to life situations.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Analyze the impact of ethical beliefs on political systems.
- Analyze how individual and group beliefs affect social systems.
- Interpret events using historical perspective.
- Make decisions based on ethical values and evaluate the consequences.
- Monitor and evaluate personal team membership skills and make appropriate adjustments for increased productivity.
- Recognize options; gather information; propose alternative options.
- Select and implement appropriate strategies to extend knowledge, skills, and experiences.

Program of Studies

Core Content for Assessment

- SS-H-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- SS-H-2.3.1 Various human needs are met through interaction in social institutions (family, religion, education, government, economy).
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-2.4.2 Compromise and cooperation are characteristics that may influence social interaction (e.g., peace studies, treaties, conflict resolution).
- SS-H-5.1.2 Primary sources allow individuals to experience history from the perspectives of people who lived it.
- SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Connections:**Context:**

Timeline: 3 to 4 periods or 3 blocks

Materials/Resources Needed:

Videos:

Schindler's List-select footage

Courage to Care

H&HB Readings:

Chapter 7 pages 321-322 Obeying Orders

Chapter 8 Bystanders and Rescuers: Readings selected by teacher

Butcher paper or large sheets of paper

Markers/colored pencils

Chapter 11, Choosing to Participate: The Road Not Taken

Technology Needed:**Lesson/Procedure:**

Threaded Discussion Question: Towards the end of World War II, German camp guards began to destroy the camps where the atrocities occurred. What could have been the motivating factor(s)? Big Paper Activity: Involves articles of bystanders, resisters and rescuers from Chapter 8.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Items sent to Learning Strategies teacher for those who require additional time to complete assignment.

Assignment:

Assessment Type: Inspiration Chart on Bystanders, Rescuers and Resisters so students are clear on their definitions. Students will add information about the person they read about in the articles selected by their teacher. Students will base their response to the Open Ended Response upon the character they were assigned in their readings from Chapter 8.

Reflections for the Future:

Presentations

Name: **Date Scheduled:** Spring 2003 **Lesson Length:**
School: **Grade:** 10-12 **# of Students:**
Subject: World **Topic:** **# of IEP's:**
Civilization

Objective: Final Evaluation of the Unit on the Holocaust

Targeted Standards:

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators

- Analyze and select appropriate technologies to efficiently complete a task and/or enhance productivity.
- Predict and evaluate consequences of particular actions or behaviors related to democratic principles.
- Analyze the impact of ethical beliefs on political systems.
- Analyze how individual and group beliefs affect social systems.
- Interpret events using historical perspective.
- Monitor and evaluate personal team membership skills and make appropriate adjustments for increased productivity.
- Select and implement appropriate strategies to extend knowledge, skills, and experiences.

Program of Studies

Core Content for Assessment

- SS-H-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-2.4.2 Compromise and cooperation are characteristics that may influence social interaction (e.g., peace studies, treaties, conflict resolution).
- SS-H-5.1.2 Primary sources allow individuals to experience history from the perspectives of people who lived it.
- SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).
- SS-H-5.3.4 Nationalism, militarism, and imperialism led to world conflicts, economic booms and busts, and the rise of totalitarian governments.

Connections:

Context:

Timeline: Days 5-10

Materials/Resources Needed:

Software: PowerPoint, Hyperstudio, Front Page, Publisher
LCD
Computer or Laptop
Smart Board

Technology Needed:

Lesson/Procedure:

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Assignment:

Assessment Type:

Reflections for the Future:

HyperStudio Project Rubric

	Level 4	Level 3	Level 2	Level 1
Content	Covers topic in depth. Elaborates throughout Includes details. Raises questions. Invites ?'s & curiosity & audience wants to know more.	Includes essential information. Some elaboration beyond minimal requirements. Texts are in correct English	Fulfills minimal topic requirements: Texts are paraphrased & overall in correct English. Variety of references were used The "what is, how, where, why, when, how often, with what effect is described. At least one Internet example is given.	Does not address the topic: Texts are misparaphrased & overall in correct English. Small variety of references were used The "what is, how, where, why, when, how often, with what effect is Not described. No Internet example is given.
Technology	Graphics 1 Moving sequence. Includes varied graphics from 3 outside sources. Uses advanced, varied Hyperstudio features and attachments (scanner, etc). Uses varied yet cohesive methods for project.	Has 3 more cards. Often, more than one text field/card uses design features on most cards. Integrates 4 graphics from 2 outside sources.	Fulfills minimal requirements: Has title & overview cards. Additionally, has 6 cards and an a biographical card for each person in the group. Each card 2 buttons, text. 3 cards have colors, transitions, sounds. 1 graphic each is included from 2 outside sources. Group work is integrated into one project. Shows effort and growth.	Fulfills basic requirements: Has title But little else Additionally, has 4 cards and an a biographical card for each person in the group. Each card at least 1 button, text. 2 cards have no colors, transitions, sounds. No information from outside sources Group work is not integrated into one project. Shows little effort and growth.
Oral Presentation	Uses original approach effectively. Highly organized. Well rehearsed	Interesting. Logical order. Fluid delivery. Clear connections in material. Good use of deliverv	Engages audience. Clear and understandable. Uses appropriate language. Uses limited deliverv	Fails to engage audience. Unclear and not understandable. Uses some inappropriate language

	Uses vivid, precise language. Ease in delivery techniques.	techniques.	techniques. Takes equal turns.	Uses very limited delivery techniques.
Teamwork	Provides vital leadership. Asks for and gives suggestion & help. Maintains positive attitude.	Helps to organize and facilitate group. Encourages others. Carefully edits peer/s. Stays on task, Meets due dates.	Works well in group. Contributes to group effort. Participates in peer editing. Does assigned tasks. Takes turns.	Works poorly in group. Few contributes to group effort. Does little assigned tasks. Takes turns.

Rubric for a PowerPoint Project

ACTIVITY	Level 4	Level 3	Level 2	Level 1
Research and Note taking	Note cards indicate group members accurately researched varied information sources, recorded and interpreted statements, graphics and questions and evaluated alternative points of view.	Note cards show group members recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	Note cards show group members misinterpreted statements, graphics and questions and failed to identify relevant arguments.	Note cards show group members recorded information from four or less resources, and ignored alternative points of view.
Reproduction Plan - Storyboard	The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.	The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.	There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.
Introduction	The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	The introduction is clear and coherent and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.
Content	The content is written clearly and concisely with a logical	The content is written with a	The content is vague in	The content lacks a clear

	<p>progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers that provide the audience with sense of the project's main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>logical progression of ideas and supporting information.</p> <p>Includes persuasive information from *primary sources.</p>	<p>conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>*Primary source use is not always clear.</p>	<p>point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>
Text Elements	<p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	<p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>
Layout	<p>The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.</p>	<p>The layout uses horizontal and vertical white space appropriately.</p>	<p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>
Citations	<p>Sources of information are properly cited so that the</p>	<p>Most sources of information use</p>	<p>Sometimes copyright</p>	<p>No way to check validity of</p>

	<p>audience can determine the credibility and authority of the information presented.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>guidelines are followed and some information, photos and graphics do not use proper MLA citations.</p>	<p>information.</p>
<p>Graphics, Sound and/or Animation</p>	<p>The graphics, sound and/or animation assist in presenting an overall theme and make visual connections that enhance understanding of concept, ideas and relationships.</p> <p>Original images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content.</p> <p>Original images are used.</p> <p>Images are proper size, resolution.</p>	<p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.</p> <p>Most images are clipart or recycled from the WWW.</p> <p>Images are too large/small in size.</p> <p>Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>The graphics, sounds, and/or animations are unrelated to the content.</p> <p>Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</p>
<p>Writing Mechanics</p>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</p>	<p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</p> <p>(more than 5</p>

				errors)
Teamwork	<p>The group documents how members brainstormed, discussed, assumed roles and solved problems.</p> <p>Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s).</p> <p>The project is clearly a group effort.</p>	<p>The group documents how members divided tasks, shared the workload and managed problems in a way that advanced the group goal.</p>	<p>The group occasionally helped one another but required teacher assistance to resolve differences.</p> <p>One person documents that he/she did most of the work and/or problems were not managed in a way that advanced the group goal.</p>	<p>The group required teacher assistance with dividing tasks and resolving differences.</p> <p>Few people contributed their fair share of work.</p>

* Primary sources can include original letters and diaries, personal observations, interviews, first-hand accounts, newspaper articles, magazine articles, journal articles, Web pages, audio recordings, video productions and photography.

Rubric for Student Designed Web Page				
	Level 4	Level 3	Level 2	Level 1
Layout / Design	The pages are well organized with tables. Text spacing and alignment make reading easy. The backgrounds enhance the page.	The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.	The pages appear "busy" or "boring". Text may be difficult to read. The backgrounds are somewhat distracting.	The pages are unattractive. Text is difficult to read. The backgrounds are distracting.
Graphics	Photos, icons, and clip art are used creatively and may follow a theme.	Photos, icons, and clip art are appropriate, of high quality, and download fairly quickly.	Photos are blurry or fuzzy; icons and clip art do not "fit" with the topic. Too many pictures make the download time slow.	There are no photos, icons or clip art or they are inappropriate or of low quality
Information	Information is creatively written and cleverly presented.	Information is well written and interesting to read and is presented in short sections.	Information could be better written and too much information is given in each section.	Information is poorly written, inaccurate, or incomplete.
Navigation / Links	Links are created with images and icons to enhance the text links.	Links are consistent and easy to find so that the user can easily navigate back and forth through pages.	The user may become confused when navigating between pages. Some links may not work.	The user may become lost or links may be missing or not working.
Working Together	Partners show respect for one another, get along especially well and work together on all aspects of the project.	Partners get along well and share equally in responsibilities.	Partners have trouble solving disagreements; one partner does most of work.	Partners argue or fight much of the time and do not share responsibilities.
Following Classroom Guidelines	Students are always on task, stay in their own area, and cause no disruptions when visiting other classrooms.	Students stay in their area, talk quietly to their own partner only, and cause minimum disruptions while visiting other classrooms.	Students occasionally leave area without permission and are louder than necessary in the lab and in other classrooms.	.Students are often out of area without permission and cause disruptions in the lab and other classrooms

Making A Brochure: The Individual and the Holocaust

CATEGORY	4	3	2	1
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.