

Unit Title: The Human Spirit

Grade Level: 8

Subject Area: Research Writing

Duration/Length/Number of class periods: 10 (82 minute blocks)

Description: Students answer a self-generated, level 3 question related to genocide, the Holocaust, or World War II by conducting research. Students use their research to produce a formal research report.

Established Goals (National, State, Local):

MN CC SS RI 8.5.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

MN CC SS RI 8.5.2.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

MN CC SS RI 8.5.7.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print of digital text, video, multimedia) to present a particular topic or idea.

MN CC SS W 8.7.2.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

MN CC SS W 8.7.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

MN CC SS W 8.7.7.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

MN CC SS W 8.7.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

What Enduring Understandings are desired?

E8 EU1: Cite textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from literature and informational text.

E8 EU10: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E8 EU14: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

E8 EU15: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

What Essential Questions will be considered?

How do we identify and then satisfy our curiosities about the world around us?

To what extent does history repeat itself?

What is the difference between integrating someone else's ideas and taking someone else's ideas?

What do we do with the new information we learn? How do we share this new knowledge with others?

Students will know / be able to:

EU 1a: I can cite textual evidence. This means I can select exact words from the text to explain my ideas.

EU10a: I can write informative and explanatory texts. This means I can write essays that explain something to an audience.

EU10b: I can develop my topic. This means I can use appropriate facts, definitions, details, quotations, and examples to explain my ideas.

EU10c: I can use formatting, graphics, and multimedia to enhance comprehension. This means I can format my writing appropriately, use pictures and graphs to explain my ideas when needed.

EU10d: I can write cohesively and formally with appropriate transitions. This means my writing focuses on one main idea, uses academic vocabulary, and shows the relationship between supporting ideas.

EU10e: I can write an appropriate conclusion. This means I can give my writing a sense of closure.

EU14a: I can research a question, using several sources. This means I can find answers to a question using multiple appropriate sources.

EU14b: I can generate my own questions as I learn about my topic. This means I can come up with new questions based on what I have read.

EU15a: I can use key words to search print and digital sources for information. This means I can identify effective search terms and use them to find information from different sources.

EU15b: I can determine whether a source is credible and accurate. This means I know what makes a source believable and trustworthy.

EU15c: I can avoid plagiarism by paraphrasing, quoting, and citing appropriately. This means I know how to restate someone else's ideas in my own words and give credit to my sources.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	F o r m a t i v e	S u m m a t i v e	Int ro du cto ry Ac tivi ty	Le ar nin g Ac tivi ty	St ud en t Te ch nol og y Us ed	Tea che r Tec hno log y Us ed	IST E Sta nda rds
Day 1: Topic Selection Students review notes on historical context of the Holocaust and other genocides. Students fill in a Google Form with keywords that they are interested in learning more about. Teacher uses the Google Form to create a Wordle (WordArt.com or Mentimeter) of all ideas to identify similarities.			x		x	x	
Day 2: Research Skills Class discussion of research expectations and skills with eLm databases			x			x	
Days 3-5: Research Time	x			x	x		2c

In small groups, students conduct research on their chosen group topic. They use eLm databases to find academic sources and then take notes on a collaborative Google Doc (citation listed with each set of notes). Research must include a documentary with comments made via CommentBubble (screenshot of notes submitted with research notes). By the end of the third day, the group needs to have all research prepared and the topics identified.							3a 3c 7b 7c
Day 6: Research Pitch Groups share research with the class identifying the four main ideas to be used in the body section. Students use a Mind Map (Popplet) to show their thinking. Peers provide feedback on source credibility and on preliminary topic ideas. Peers also ask questions about the topic.		X			X		3b
Days 7-8: Outlining Students take their research and fill in the outline.							
Days 9-10: Drafting and Website Building Students type outline into the Google Site.		X			X		6b 6c 6d

Materials, tools and resources

Comment Bubble
Popplet
Google Form:

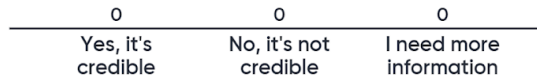
The image shows a Google Form titled "Research Topics" set against a purple gradient background. The form has a white header with the title "Research Topics". Below the title, there is a red asterisk and the word "Required". The main question is "I am interested in learning more about... *". Below the question is a text input field with the placeholder text "Your answer". At the bottom of the form is a blue "SUBMIT" button. Below the button, there is a small disclaimer: "Never submit passwords through Google Forms." At the very bottom of the form, there is a footer that reads "This form was created inside of Owatonna Public Schools. [Report Abuse](#) - [Terms of Service](#)" and the "Google Forms" logo.

Mentimeter Poll for Research Pitch:

GO TO www.menti.com and use the code 07 05 75

Multiple Choice

Mentimeter



Windows taskbar with search bar, task view, and system tray. System tray shows time 12:26 PM and date 8/1/2019.

Rubric:

	5 or below	6-7	8-9	10
Introduction	<input type="checkbox"/> Lacks hook <input type="checkbox"/> Lacks thesis <input type="checkbox"/> Lacks main points <input type="checkbox"/> Lacks transition	<input type="checkbox"/> Partial hook <input type="checkbox"/> Partial thesis <input type="checkbox"/> Partial main points <input type="checkbox"/> Partial transition	<input type="checkbox"/> Hook <input type="checkbox"/> Thesis <input type="checkbox"/> Main Points <input type="checkbox"/> Transition	<input type="checkbox"/> Meets an 8-9 and introduction is creative and clearly introduces the essay
Body Paragraphs	<p>Topic Sentence</p> <input type="checkbox"/> Topic sentence does not connect to the main idea of the paragraph	<p>Topic Sentence</p> <input type="checkbox"/> Topic sentence partially summarizes the main idea of the paragraph	<p>Topic Sentence</p> <input type="checkbox"/> Topic sentence accurately summarizes the main idea of the paragraph	<p>Topic Sentence</p> <input type="checkbox"/> Meets an 8-9 and topic sentence clearly introduces the paragraph
	<p>Evidence</p> <input type="checkbox"/> Lacks evidence OR evidence is not detectable	<p>Evidence</p> <input type="checkbox"/> Evidence is present	<p>Evidence</p> <input type="checkbox"/> 1 piece of evidence per paragraph	<p>Evidence</p> <input type="checkbox"/> Meets an 8-9 and provokes thoughts/emotions
	<p>Explanation</p> <input type="checkbox"/> Lacks introduction and/or explanation	<p>Explanation</p> <input type="checkbox"/> Partially introduced <input type="checkbox"/> Partially explained	<p>Explanation</p> <input type="checkbox"/> Introduced <input type="checkbox"/> Explained	<p>Explanation</p> <input type="checkbox"/> Introduction and explanation displays critical thinking and depth of thought
	<p>Citation</p> <input type="checkbox"/> Lack citations	<p>Citation</p> <input type="checkbox"/> Partially cited	<p>Citation</p> <input type="checkbox"/> Cited correctly	<p>Citation</p> <input type="checkbox"/> Cited correctly in paper AND on works cited page
	<p>Closing Sentence</p> <input type="checkbox"/> Concluding sentence does not review nor connect to the main idea of the paragraph	<p>Closing Sentence</p> <input type="checkbox"/> Concluding sentence partially summarizes the main idea of the paragraph	<p>Closing Sentence</p> <input type="checkbox"/> Concluding sentence clearly summarizes the main idea of the paragraph	<p>Closing Sentence</p> <input type="checkbox"/> Meets requirements for a 8-9 and concluding sentence clearly reviews and transitions to the next paragraph
Conclusion	<input type="checkbox"/> Lacks review of main points <input type="checkbox"/> Lacks restatement of thesis <input type="checkbox"/> Lacks end hook	<input type="checkbox"/> Partial review of main points <input type="checkbox"/> Partial restatement of thesis <input type="checkbox"/> Partial end hook	<input type="checkbox"/> Reviews main points <input type="checkbox"/> Restates thesis <input type="checkbox"/> End hook	<input type="checkbox"/> Meets requirement for an 8-9 and conclusion is creative and wraps up the essay effectively


Google Site Sample:

Extermination Methods

Introduction:

“To forget a Holocaust is to kill twice,” said Elie Wiesel. Having been a Holocaust survivor himself, he devoted his life to spreading knowledge and awareness of the horrible things he witnessed. In 1933 Nazis gained power over Germany and started imprisoning and executing Jews and other minorities in an attempt to better society. There were many forms of extermination used in concentration camps, the four main ones being: gas chambers, medical experiments, mobile gas chambers, and starvation.



 Extermination Methods

Extermination Methods

(Ron)


One of the way people died was gasses. One of the main gasses used was carbon monoxide which removes oxygen vital organs slowly killing the vitum. The Nazies began experimenting with gas for the purpose of mass murder. The killing facilities used gas chambers, made to look like showers to kill people with carbon monoxide gas.

(Hermione)

Many also died from medical experiments performed on the victims. The last way lots of victims died was how experiments were performed on them, many elderly died from experiments performed on them plus many others also got tested on and died soon after. In source five it states "during World War Two, Nazi doctors also performed medical experiments on prisoners in some camps. Experiments to test pharmaceuticals and medical treatments." Sometimes they would perform medical experiments on some of the victims, but it always ended in death, they basically tear up the victim's bodies apart, which was a way they executed many of the people at the camps.



(Harry)

 The second method was mobile gas chambers similar to the chambers found at the camps. The World Holocaust Remembrance Center states, "The Jews of the Lodz ghetto

victims, but it always ended in death, they basically tear up the victim's bodies apart, which was a way they executed many of the people at the camps.

(Harry)


The second method was mobile gas chambers similar to the chambers found at the camps. The World Holocaust Remembrance Center states, "The Jews of the Lodz ghetto and the vicinity were the primary victims deported to Chelmno, where they were murdered by means of gas vans...After the doors were closed. the van began to drive toward a designated burial place in a nearby forest. No one survived the three gas vans" (WHRC). This allowed efficient executions in areas other than the camps. Not all extermination methods were efficient; some were purposefully lengthy and cruel.

(Ginny)

Finally, there's starvation. This was a punishment applied to an escapees block/labor detail as a warning to others. The victims would be locked in dark, isolated cells with no food or water until the escaped prisoner was caught. In all known cases, the hostages starved to death.

Conclusion:



 Therefore in summary, the main methods of extermination used in Holocaust concentration camps were: gas chambers, firing squads, and starvation. If we don't reflect on our past mistakes, we will never learn from our our mistakes and history would repeat itself. These horrible acts and poor, innocent victims should never be forgotten.

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Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

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Additional credit given to Jen Legatt and Wendy Wolfe