Student Guidelines

1. Each group will consist of four members.
2. Select a topic from the list below—one per group on a first come, first serve basis.
3. Select a facilitator and a timekeeper; determine what information needs to be researched and by whom.
4. Each group must utilize both hard copy and Internet resources. A minimum of four resources must be cited for each group’s report.
5. PowerPoint presentation must include a title slide, photographs with documentation, works cited slide, and a minimum of ten additional slides with text. The groups will print out a black/white copy of the PowerPoint program and a typed copy of their notes for the teacher.
6. Each group member is to participate equally in the oral presentation. Note cards may be used for statistical information only. An outline of the presentation is to be given to the rest of the class to aid note taking (this can be on your PowerPoint). Total presentation time, including a question and answer period, is 15 minutes.

You may choose a topic that is not listed below- please see me for approval!

Holocaust Group Research Topics:

I. The Victims
   A. Jews
   B. Romas
   C. Homosexuals
   D. Jehovah Witnesses
   E. Handicapped
   F. Political prisoners
   G. Criminals

II. Work/Labor and Death Camps
   A. Mauthausen
   B. Terezin or Theresienstadt
   C. Dachau
   D. Auschwitz I
   E. Auschwitz II/Birkenau
   F. Buchenwald

III. Major Nazi Players
   A. Adolf Hitler
   B. Adolf Eichmann
   C. Dr. Joseph Mengele
   D. Rudolf Hess
   E. Heinrich Himmler

IV. Oscar Schindler
   A. Character
   B. Pre-War
   C. War Involvement/Nazi connection
   D. Schindler’s List
   E. Post-War

V. Resistance and Repercussions
   A. Obstacles facing the victims/prisoners
   B. Resistance in the Ghettos and Camps (unarmed or armed)
   C. Kristallnacht

VI. Periods of Restrictions and Internment 1939-1941
   A. Solving the “Jewish Question"
   B. Anti-Semitic Decrees
   C. Judenrat
   D. Einsatzgruppen
   E. Final Solution

VII. Liberation
   A. Allied Forces
   B. Nuremberg Trials
   C. State of Israel
   D. Personal Possessions
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
</tr>
<tr>
<td>Originality</td>
<td>Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.</td>
<td>Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.</td>
<td>Presentation shows an attempt at originality and inventiveness on 1-2 cards.</td>
<td>Presentation is a mere reworking of other people’s ideas and/or graphics and shows little attempt at original thought.</td>
</tr>
<tr>
<td>Background</td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.</td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from card to card.</td>
<td>Background does not detract from text or other graphics.</td>
<td>Background makes it difficult to see text or competes with other graphics on the page.</td>
</tr>
<tr>
<td>Text-Font Choice &amp; Formatting</td>
<td>Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.</td>
<td>Most information is organized in a clear logical way. One card or item of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional card or item of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td>Use of Graphics</td>
<td>All graphics are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>A few graphics are not attractive but all support the theme/content of the presentation.</td>
<td>All graphics are attractive but a few do not seem to support the theme/content of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Group delegates tasks and shares responsibility.</td>
<td>Group delegates tasks and shares responsibility effectively most of the time.</td>
<td>Group delegates tasks and shares responsibility effectively some of the time.</td>
<td>Group often is not effective in delegating tasks and/or sharing responsibility.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed for understanding of the topic. It is a highly effective study guide.</td>
<td>Project includes most material needed for understanding of the topic but lacks one or two key elements. It is an adequate study guide.</td>
<td>Project is missing more than two key elements, making it an incomplete study guide.</td>
<td>Project is lacking several key elements, making it a poor study guide</td>
</tr>
</tbody>
</table>

#### Holocaust Project Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documentation</strong></td>
<td>All information, websites, pictures, artwork, etc. are given credit somewhere in the presentation.</td>
<td>Most of the outside sources are documented in the presentation for all images.</td>
<td>Some sources that clearly state that noncommercial use is allowed without written permission. Sources are documented in the presentation for all “borrowed” images.</td>
<td>Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Students are completely prepared and have obviously rehearsed</td>
<td>Students seem prepared but might have needed a few more rehearsals.</td>
<td>Students are somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Students do not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic. Strong evidence of documentation and research.</td>
<td>Shows a good understanding of the topic. Good evidence of research and documentation.</td>
<td>Shows a good understanding of parts of the topic. Some evidence of research; documentation is weak or missing.</td>
<td>Does not seem to understand the topic very well. Very little or no evidence of research and/or documentation.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Students are able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Students are able to accurately answer most questions posed by classmates about the topic.</td>
<td>Students are able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Students are unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but do not seem genuine.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td><strong>Attire</strong></td>
<td><strong>Business attire, very professional look.</strong></td>
<td><strong>Casual business attire.</strong></td>
<td><strong>Casual business attire, but wore sneakers or seemed somewhat wrinkled</strong></td>
<td><strong>General attire not appropriate for audience (jeans, t-shirt, shorts).</strong></td>
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<tr>
<td><strong>Visual Aide</strong></td>
<td>Students use visual aides that show considerable work/creativity and that enhance and support the presentation.</td>
<td>Students use visual aide(s) that shows some work/creativity and that makes the presentation better.</td>
<td>Student uses a visual aide that somewhat makes the presentation better.</td>
<td>The student uses no visual aide OR the visual aide chosen detracts from the presentation.</td>
</tr>
</tbody>
</table>