

Night (Holocaust) Research Presentations

Assignment: Conduct research on topic that is connected to the Holocaust, and present findings in a presentation. Listed below are possible topics. If you would like to explore a topic that is not listed simply get Bigelow's approval. Your presentation should last between 4-5 minutes.

- Concentration Camp-Auschwitz-Birkenau
- Concentration Camp-Buchenwald
- Survivors
- Liberators/Rescuers/Resisters
- Holocaust War Criminals
- Children of the Holocaust
- Nuremberg Trials
- The Final Solution
- Nazi Beliefs & Nazi Propaganda
- Liberation
- Daily Life in the Camps
- Medical Experiments of the Holocaust
- Raoul Wallenberg
- Heinrich Himmler
- Artwork, Stolen Art, Poetry, Literature, and Music of the Holocaust
- Museums and Memorials
- Oskar Schindler
- Pogroms
- Dr. Josef Mengele: Angel of Death
- Rudolph Hess
- Gestapo
- SS / Einsatzgruppen
- Non-Jewish victims of the Holocaust
- Einsatzgruppen
- The Evian Conference
- Kristallnacht (The Night of Broken Glass)
- Anti-Jewish Propaganda in Nazi Germany
- Babi Yar
- Warsaw Ghetto Uprising
- Kindertransport and Lebensborn
- Nazis' attempts to disguise the true purposes of deportations, shower rooms, gas vans, etc., from the Jews
- Death Marches
- Other

Electronic Source Research Guide



When you search for information online, you're going to find lots of it...but is it good information? You will need to determine that for yourself if you want to make sure the information you include in your writing is as true as possible. This guide is meant to help you, first, evaluate websites for credibility, and, second, use online tools effectively.

Evaluation Criteria for Websites (modified California State University's library guide)

When you are trying to determine if a website is credible, you need to weed out the **CRAAP**. Follow these guidelines to make sure the website contains good information.

- **Currency: What is the timeliness of the information?**
 - When was the information published or posted? Does the site even provide you with dates?
 - Has the information been revised or updated?
 - Are the links functional or are there dead links?
- **Relevance: How much does the site relate to your topic?**
 - Who is the intended audience of the site?
 - Is the information at an appropriate level (meaning not too easy or too advanced for your needs)?
- **Authority: Who is the source of the information?**
 - Who is the author/publisher/sponsor of the site?
 - Is the author qualified to write on the topic?
 - Does the URL reveal anything about the author or source?
- **Accuracy: How reliable, truthful, and correct is the information?**
 - Is the information supported by evidence?
 - Has the information been reviewed or referenced?
 - Can you verify any of the information in another source?
 - Are there spelling, grammar, or typographical errors?
- **Purpose: What is the reason the information exists?**
 - Is the author trying to inform, teach, sell, entertain, or persuade?
 - Does the point of view appear impartial and objective?
 - Are there political, cultural, religious, institutional, or personal biases?

Presentation Requirements

You will need to research, prepare and deliver a presentation to the class on your topic.

Requirements:

- Take advantage of class time
- Conduct research: become the expert on your topic
- Present Findings: Share with class
 - Make an effective powerpoint/Prezi presentation
 - Sharp slides: not too much text
 - Good use of visual elements
- Be able to answer questions
- 4-5 Minutes

1. **Thou shalt not put War and Peace on a slide.** Too much text on a slide makes it difficult for a learner to both see and process information. The solutions are easy. Use more slides or outline only major ideas on each slide and then verbally add details. Guidelines suggest no more than six bullet points per slide, no more than six words per point.
2. **Thou shalt not use fonts smaller than 28-point.** Do you need bifocals to read slides on a huge projection screen? Why make your audience squint? Not only is that irritating, but it can cause eye fatigue, and viewers miss important information. To check your font size, print out a slide, put it on the floor at your feet. If you can read it from a standing position, then your font size should work in a typical sized classroom.
3. **Thou shalt not use busy backgrounds or ineffective colors.** Don't make your audience need sunglasses. If a background has too much going on, it competes with the information. Also, poor color choices make slides difficult to read. When broadcasting PowerPoint slides over a two-way video system, yellow is a very difficult color on the viewer's eyes. Consider using aesthetically pleasing color choices with good color contrast. And bear in mind that dark slides in a darkened room in a class after lunch may be just a little too soothing. Light fonts on a dark background are best for projection, dark fonts on a light background are best for printed slides.
4. **Thou shalt not complicate slides with too many figures and tables.** The whole purpose of showing a figure or table is lost when a learner must focus on trying to make sense of all the numeric information. Use a handout instead, or refer to a page number or a website where the information can be perused at leisure. If a large table needs to be part of a presentation, break it into chunks on several slides and focus on one aspect of it at a time.
5. **Thou shalt use animation, audio, and pictures in moderation.** While animations work well for the Cartoon Network, you don't want your audience to focus on the bombs bursting in air and flags waving. Remember, the goal is to transmit information, not lose your message in the glitz. Pictures and audio can help break up the monotony of written words, but use them to enhance your message, instead of letting them become the message.
6. **Thou shalt acknowledge all references used.** Thou shalt not tell a lie or steal someone else's thunder. The same rules of evidence apply with PowerPoint. When you use a quote, table, figure, or summarize someone else's work, cite the source.
7. **Thou shalt surely back up thy presentation.** Save and save often is not just good advice, it should be the law. Remember, it is not "if" technology will fail, it is when; and you must be prepared. Backup your work on disk!

8. **Thou shalt not read the slides word for word.** If all the learner needed to do was read the slide, you would not need to be there. Use the slides as *guides* for a presentation. Also, don't take the slides right out of your resources. Use the slides to zero in on important topics, and add more material orally!
9. **Thou shalt not use slides alone.** One or more hours of nothing but talk and PowerPoint slides would bore anyone. Use interactive exercises to address other learning styles. Remember, the mind can only absorb what the butt can endure. (Even if your presentation is only 15 minutes it is still a good idea to use interactive exercises, demonstrations, or other such methods to supplement your PowerPoint mini-lecture.)
10. **Thou shalt practice.** Don't go in cold and fumble. PowerPoint is only a tool — one you need to use with poise and confidence.
11. **Thou shalt allow the listener time to process the slides.** While fast talking makes great commercials, it does not make for effective instruction. Don't put up a slide and then skip over it — that's very confusing. Always allow time for questions, and encourage your audience to ask them. Be sure to determine if your audience understands the concepts you are presenting before moving on.

Source: <http://www.nvcc.edu/home/lshulman/PowerPoint.htm>

Calendar:

Class Time to Research and Prepare Presentation

A-Day: Friday, February 28, and Tuesday, March 4

B-Day: Monday, March 3, and Wednesday, March 5

Give Presentations

A-Day: Monday, March 10

B-Day: Tuesday, March 11

(Late presentations will receive $\frac{1}{2}$ points)

-Save a copy of your presentation to teacher share (night presentation folder).

Grading Rubric: 15 points possible

	Excellent (5-4.15 points)	Good (4.15-3.6 points)	Developing (3.6-0 points)
Research	Topic has been thoroughly researched. Presenters demonstrates that he/she is well-versed in his/her topic.	Topic has been well researched. Presenters demonstrates a good understanding of topic.	Topic has been researched, but it is evident that understanding is superficial.
Presentation	<ul style="list-style-type: none"> -Presenter is comfortable with material -Presentation makes effective use of powerpoint -Slides are not overloaded with text -Has good visual elements -Presenter has smooth transitions -Stays within time limit 	<ul style="list-style-type: none"> -Presenter is for the most part comfortable with material -Presentation uses powerpoint but not all slides are effective -Stays within time limit 	<ul style="list-style-type: none"> -Presenter is clearly not comfortable with material -Powerpoint could be used better -Ineffective transitions -Doesn't stay within time limit
Takes Advantage of Class Time	-Presenter has made good use of class time to conduct research	-For the most part presenter made good use of class time to conduct research	-Presenter does not make good use of class time to conduct research