

10th Grade Cross-Curricular Inquiry Unit Plan

Summary of Project

Theme/Problem/Topic/Issue: Holocaust

Grade Level: 10th grade courses: World History, English, Biology, and Chemistry

Duration of project: 6 weeks

Learner Goals

Through the in-depth study of the Holocaust in World History, the scientific aspects of the Holocaust in Biology and Chemistry, and Elie Wiesel's *Night* in English, students will be able to answer the following essential questions:

- What was the Nazi's policy of pursuing racial purity, why was it employed especially against the European Jews, and how did this policy transform into the Final Solution?
- How was science used to propagate the Holocaust?
- What were the human costs of the Holocaust?
- How does the Holocaust compare to genocide occurring in the world today?
- **Driving question:** What can be learned about the importance of human action, human rights, and the human spirit?

Resources & Materials

Night by Elie Wiesel

Library materials on the Holocaust

Videos on the Holocaust via the MCOE Media Center

Education resource kit available on the [Museum of Tolerance](http://teachers.museumoftolerance.com) web site: <http://teachers.museumoftolerance.com>

Online: Noodletools, Holocaust museum Web sites, Destiny, databases – eLibrary, public library

Web 2.0 tools: wiki

Paper for printer

| CA Content Standards | Teacher Role/Responsibility |
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| <p>World History – 10.8 #5: Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> <p>#6: Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> | <p>Provide instruction on WWII & the Holocaust</p> <p>Assess the content of the report</p> |
| <p>ELA Reading: 3.0 Literary Response and Analysis Writing: 1.0: Writing Strategies Research and Technology 1.3 – 1.8 Evaluation and Revision 1.9 Writing: 2.0 Writing Applications 2.3 a-d Write expository compositions, including research reports</p> | <p>Teach <i>Night</i> by Elie Wiesel and conduct reader's response: discuss the human costs of war, scapegoating of minorities and connection to genocide occurring in the world today</p> <p>Provide instruction on the writing process and MLA format</p> <p>Assess the mechanics of the report</p> |
| <p>Biology Genetics Evolution Physiology</p> | <p>Provide instruction on the biological reaction to malnutrition, diseases, body systems, genetic engineering, natural selection, and Darwinism</p> <p>Assess the content of the report</p> |
| <p>Chemistry Atomic and Molecular Structure Gases and Their Properties Reaction Rates</p> | <p>Provide instruction on chemical elements, the properties of gases, and chemical reactions</p> <p>Assess the content of the report</p> |

Library Visits

| Visit | Date | TL Instruction Topic/Skill | Resources needed | Big 6 Research Process | Standards for the 21 st -Century Learner ***** NETS for Students |
|-------|--------------|--|---|---|---|
| 1 | Fri. 2/8 | <p>Locating a book:</p> <ol style="list-style-type: none"> 1. Introduce project/choose topic 2. Review how to locate books using Destiny & map of library; challenge select students to “race” to locate books 3. Locate & photocopy articles from reference books (noting student copyright guidelines) | <p>Laptop/projector/laser pointer</p> <p>Wikispace page w/project info</p> <p>Destiny</p> <p>Library map</p> <p>Books/reference materials</p> <p>Copy machine & paper</p> | <ol style="list-style-type: none"> 1.1 Define problem 1.2 Identify information needed 2.1 Determine all sources 2.2 Select best sources 3.1 Locate sources – physically 3.2 Find info in source 4.1 Engage & understand 4.2 Extract relevant info | <ol style="list-style-type: none"> 1. Inquire, think critically, and gain knowledge 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge <p>*****</p> <ol style="list-style-type: none"> 3. Research and Information Fluency 4. Critical Thinking, Problem-Solving, & Decision-Making 5. Digital Citizenship 6. Technology Operations and Concepts |
| 2 | Fri. 2/15 | <p>Locating a primary source/Web Site:</p> <ol style="list-style-type: none"> 1. Set up Noodletools accounts (as needed) 2. Review how to create a list of Works Cited; demonstrate how to create electronic notecards & share them w/Mrs. Lane 3. Demonstrate how to locate primary sources through | <p>Laptop/projector/laser pointer</p> <p>Noodletools accounts</p> <p>Wikispace page with links to Holocaust museums</p> | | |

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| | | museum Web Sites | | | |
| 3 | Wed./ Thurs. 2/20 & 2/21 (Block) | Locating a journal article from an electronic database: 1. Demonstrate how to use electronic databases: eLibrary via the MCOE uportal and InfoTrac databases via www.sjvls.org 2. Demonstrate how to create citation for a database article in NoodleBib | Laptop/projector/laser pointer Public library cards Public library Web Site eLibrary via MCOE uportal Noodletools accounts | | |

Suggestions for the future:

- Add 2 more library visits - one session at the beginning focusing on introducing the project and reviewing the Big 6 Research Process and one at the end for additional student work time and to provide individual assistance as needed.
- Provide more instruction on taking notes and putting research into students' own words.
- Add a personal component to the project by having students interview a Holocaust survivor or listen to a survivor's live presentation.
- Have students create their own Holocaust memorial to demonstrate their personal reactions to the project.
- Arrange for dedicated time for assessment and reflection for all instructional team members.