Holocaust Web Quest: Evaluation and Citations

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Location: South Carolina

Grade Level: 7  
Type of Lesson: Lesson in a unit  
Type of Schedule: Flexible  
Collaboration Continuum: Moderate  
Content Area: Language Arts  
Content Topic: Diary of Anne Frank Unit

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Dispositions Indicator(s):
1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities Indicator(s):
1.3.1 Respect copyright/intellectual property rights of creators and producers.

Self-Assessment Strategies Indicator(s):
1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

Scenario: In two sessions, this lesson is designed to teach students how to evaluate and cite information gathered from web sites related to the study of the Holocaust. The lesson reinforces the concept that not all resources are reliable and useful and that all sources must be cited to avoid plagiarism. The lesson is part of a language arts unit on The Diary of Anne Frank, and it teaches research standards as they are imbedded in the literature content. The teacher will be responsible for teaching excerpts from the diary, stressing literary devices and historical value. The library media specialist will model how to evaluate a web site related to the study and cite information from that web site. Students will then practice their evaluation skills, gather information using suggested web sites, cite their sources, and relate the information to background and setting of The Diary of Anne Frank. The teacher will follow up with a virtual tour of the Anne Frank House online. (http://www.annefrank.org/en/Subsites/Home/)

Overview: As part of a unit on the Holocaust and their reading of The Diary of Anne Frank, students will learn how to evaluate internet sources; record information, including quotes and images; and provide formal citations. Students will be able to answer the following questions. Are selected internet sources reliable and useful? How do I cite sources in a formal, universally recognized format? How is the information related to The Diary of Anne Frank's setting?

Final Product: Two electronic worksheets: one for evaluation and citation and one for the Holocaust web
Library Lesson: Students will learn how to evaluate internet sources for reliability and how to cite information properly, in the MLA format, using the reference tools provided in Microsoft Word.

Estimated Lesson Time: 120 minutes

Assessment

Product: Students will complete a lesson on the setting of The Diary of Anne Frank. The teacher will provide students with a Face Book sheet for each person featured in Anne Frank's diary, and students will fill out responses to questions about each person. The teacher will grade the pages for completeness and will look for an understanding of how the time, place, and the historical context influenced the actions of people living in the Secret Annex and working in the office building. Students will complete and turn in the Face Book pages to their language arts teacher after the library lesson.

Process: On the Face Book pages, students will provide information about each person's age, profession, personality traits and actions (as observed by Anne), and what motivated each person to behave as he or she did. Included in the list of people, are those who hid and protected the Frank family and others in the Secret Annex. As part of the overall lesson, students will visit web sites featuring information on the Holocaust, especially on death camps and how some prisoners survived. This is the library research lesson. The background research will help students understand why it was necessary for the Franks and others to hide as well as why Otto Frank's colleagues were willing to hide them. Studying the setting will enable students to understand the underlying tone in the diary, the fear everyone felt and how it influenced what people said and did.

Student self-questioning: Students will ask questions such as: "Are these web sites reliable as long as the answers to the five W questions are acceptable?" "How do I properly cite quotes, images, paraphrased passages, and interviews using reference tools in Microsoft Word?" "Why did Anne Frank's family and others have to hide?" "Why were Mr. Frank's colleagues willing to hide the family and others while risking their own lives?"

Instructional Plan

Resources students will use:
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)
Software
Text (books, letters, poems, newspapers, etc.)
Interactive Resource URL: http://iwitness.usc.edu/SFI/

Resources instructor will use:
Projector
Laptop
White board

Instruction/Activities

Direct instruction: The library media specialist will explain what each of the five W questions mean when applying them to the evaluation of web sites. Students will evaluate the IWitness web site using
the 5 W method, asking who, what, when, where, and why? The library media specialist and students will discuss and come to a consensus on the reliability of the IWitness web site.

**Modeling and guided practice:** The library media specialist will post a research and a web quest worksheet on the school library web page to make electronic copies accessible. In the library, students will fill in the research worksheet at their computers as the library media specialist models the process using a projected image of the worksheet on a screen. The library media specialist will demonstrate exactly how students can find the reference tools in the Microsoft Word software and fill out each prompt accurately to create formal citations. In Microsoft Word, under the "References" tab, students will choose the proper style of citation, such as MLA Seventh Edition. The library media specialist will model and ask students to click on the "Insert Citation" link and choose "Add New Source." A box will open, and the library media specialist will explain how to choose either "Web Site" or "Document from Web Site," depending on precisely what students are citing. The library media specialist will model and guide students as they type the information required in each labeled field, and click on "OK." Once students have completed taking notes and creating citations, the library media specialist will show the students how to click on the "Bibliography" link, under the "References" tab, and choose the format requested by the teacher, either "Bibliography" or "Works Cited." Microsoft Word will generate the bibliography in the proper format.

**Independent practice:** In the second session, students will visit web sites listed on the web quest worksheet, evaluate the web sites, answer the questions, and cite their sources. They may work individually or in pairs as instructed by their teacher. In this session, students apply what they learned in the first session. After completing the library lesson, students can relate what they have learned to the motivation sections of the Face Book sheets.

**Sharing and reflecting:** Students will share their opinions on why the Frank family and their friends went into hiding. They will reflect on why Mr. Frank's colleagues were willing to help the families hide during the Holocaust based on what they learned about concentration camp conditions. Students will evaluate the actions and words of those in hiding, knowing how frightened they were at the time. Students will also complete exit slips asking if they feel confident that they can evaluate and cite internet sources.

**Have you taught this lesson before:** Yes

**Strategies for differentiation:** This lesson may be adapted for social studies lessons on World War II and the Holocaust. It may be used in conjunction with a field trip to any of the Holocaust museums located throughout the country. The lesson may be adapted for a study of Elie Wiesel's book, Night, if students spend more time watching and responding to the video clips from the Oprah Winfrey special broadcast from Auschwitz when Wiesel was a guest on her show.

**AASL/Common Core State Standards Crosswalk**

**English Language Arts:**

**CC.7.R.L.1** » English Language Arts » Key Ideas and Details » 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7)

**CC.7.R.I.4** » English Language Arts » Craft and Structure » 4. Determine the meaning of words and
phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (7)

**CC.7.W.9.a** » English Language Arts » Research to Build and Present Knowledge » a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (7)
Research: 5 W Evaluation and Citation of Internet Sources

Many internet sources found through searching the World Wide Web can be very informative, authoritative, accurate, and useful. Unfortunately, many web sites are biased or created and supported by people we cannot trust. Before recording any information from a web site for your research project, please evaluate the web site. There are five simple W questions you should ask about any web site before considering it reliable. Go to http://iwitness.usc.edu/SFI/Default.aspx and answer the questions below.

1. **Who** sponsored the web site? Who or what institution approved the articles on the web site, and what are his/her/their credentials? Can you trust the sponsor?

2. **What** is the focus of the web site? What subjects are addressed?

3. **When** was the web site last updated? Can you tell? Is the information current?

4. **Where** is the person or institution that is sponsoring the web site, and does the location impact the information found on the web site? Is the site aimed at Americans, Europeans, Asians, etc.?

5. **Why** was the web site created? Was it created to provide readers with valuable, honest, unbiased information, or is there an intended bias found in the information?

**Proper citations and avoiding plagiarism**

Always record the full bibliographic information for each source and give credit for quotations, photos and other images, sound files, videos, and your background information. Use the built-in citation features in Microsoft Word or Google Docs and choose the latest version of MLA for your citations as you respond to the prompts below.

1. From the IWitness web site, copy and paste a brief statement from the “Watch” page. Copy a statement related to the treatment of Jews during the Holocaust. This is a quotation, so use quotation marks. Provide a source citation.

2. Under the “Watch Testimonies” section, click on any of the links, such as “Auschwitz” or “Camps (Labor/Concentration)”. Read the description and watch at least part of a video. In your own words, write two or three sentences about the subject. This is paraphrasing and summarizing. Provide a source citation.

3. On the IWitness web site, you will find many photographs. Copy and paste a photo onto this paper. Provide a source citation.

4. Generate a bibliography.
This is a list of web sites that may be used for gathering information about conditions in concentration camps during the Holocaust. Choose at least two web sites from the list, evaluate them using the criteria learned in class, and use the web sites to answer the questions below. Be sure to provide a formal MLA citation for each answer and generate a bibliography on the last page.

Oprah Winfrey’s interview with Elie Wiesel, tour of Auschwitz School Tube videos with multiple short segments
http://www.schooltube.com/video/7d5afe2a261101d87e45/

United States Holocaust Memorial Museum
Background information on the Holocaust, a search option where you can search through a photo gallery, a timeline, information on specific concentration camps, and more
http://www.ushmm.org/museum/

The Memorial Library and Home of the Holocaust Educators Network
A video gallery includes clips of interviews with survivors; there is information about those who fought to educate the world about atrocities.
http://www.thememoriallibrary.org/

IWitness from the University of Southern California’s Shoah Foundation
This web site features over 1,300 video testimonies, multimedia activities, and digital resources that document Holocaust survivors’ stories and afford a wealth of primary resources for research.
http://iwitness.usc.edu/SFI/
Questions

Part I:
Answer the five W questions for each of your chosen web sites: who, what, when, where, and why?

Part II:
As you answer each question below, insert a place marker citation, or footnote, using the built-in reference tools in Microsoft Word or in Google Docs. Make sure you choose the latest MLA style. After answering all questions, generate the bibliography on a new page.

1. What is the name of the concentration camp you are studying, and where was it located?

2. What is the name of at least one survivor of the concentration camp you chose?

3. After reading or listening to testimonies, describe the conditions in the concentration camp in your own words. This is paraphrasing.

4. Search one of the photo galleries in the web sites listed, and copy and paste a photo related to your chosen concentration camp or of the survivor you featured. Write a descriptive sentence to go with it.

5. From one of your chosen web sites, copy and paste a quote from a written passage, or type a short quote from one of the video interviews. Be sure to include quotation marks.

6. Now that you have learned about the conditions in concentration camps during the Holocaust, ask a classmate why he or she thinks Otto Frank’s colleagues were willing to risk their lives to hide the families in the “Secret Annex?” Record his or her response and explain why you agree or disagree.
Anne Frank

Personal Information (age, favorite things to do)

Important Quotes

Important Actions

Motivation (Why did Anne hide and keep quiet about others hiding in the Secret Annex?)

Do you like Anne Frank? Why or why not?

Images were taken from http://www.annefrank.org/en/Anne-Frank/All-people/Anne-Frank/ and https://www.facebook.com
Otto Heinrich Frank

Personal Information (age, marital status, number of children, occupation)

Important Quotes

Important Actions

Motivation (Why did Mr. Frank hide his family and others in the Secret Annex?)

Do you like Mr. Frank? Why or why not?

Images were taken from http://www.annefrank.org/en/Anne-Frank/All-people/Otto-Frank/ and https://www.facebook.com