

Genocide Research: Using Various Sources for Initial Research & Notes

INFORMATIONAL LITERACY MODEL: The Big 6: Step 4: Use of Information

GRADE: 9

SUBJECT: freshman English (Literature & Composition) course

CURRICULAR UNIT: Genocide Research Unit, following unit on Wiesel's *Night*

OBJECTIVES & STANDARDS:

Information Power Student Standards:

Standard 3: The student who if information literate uses information accurately and creatively.

Indicator 2: Organizes information for practical application

Illinois Learning Standards:

Language Arts State Goal 5: Use the language arts to acquire, assess, and communicate information.

Learning Standard B: Analyze and evaluate information acquired from various sources.

20.B.2. Early High School: Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.

TIME: 90 minutes (block scheduling)

MATERIALS:

- Writing utensil
- Paper/notebook or access to computer with a word processing program and printer
- Access to computer with Internet and District 214 subscription databases
- Cart of books dealing with genocide and persecution, pulled from the library
- 2 classroom sets of *Genocide: Modern Crimes against Humanity* and *Century of Genocide: Critical Essays and Eyewitness Accounts*
- Handout (see attached)

BACKGROUND:

Students have just finished reading and discussing Elie Wiesel's memoir, *Night*. Although it seems that the Holocaust happened a long time ago, instances of genocide and persecution still exist today. In order to deepen students' understanding about the atrocities around the world, they will research and analyze other forms and instances of persecution. At the freshman level, teachers (along with the librarians' help) provide students with reliable, credible sources that illustrate current and historical instances of persecution/genocide, and the real emphasis is on the students' evaluation and analysis of the material, selection of pertinent information, and the synthesis of that information in a research paper.

Prior to this lesson, the freshman English teachers have introduced the project/paper assignment, and students completed an exit slip that synthesized the intended task and showed evidence of brainstorming their desired topic/genocide (**task definition**). Since the teachers decided that they would rather provide students with sources, students aren't directly addressing steps 2 and 3 in the Big 6 model, but they still have to find information within the each of the sources (part of **location and access**).

This lesson is the second part in this unit. While the students have defined the task, have been introduced to the desired product, and have brainstormed their topic, this lesson primarily focuses on finding general information about several genocides so students can make a more informed decision about which topic they will ultimately want to research and write about.

PROCEDURES/INSTRUCTIONAL STRATEGIES:

1. Explain today's goals and agenda to students.
2. Students will choose a partner to work with in the computer lab. Partners may help each find pertinent information about each genocide, but each student must complete his/her own sheet.
3. Pass out the Initial Research Notes handout, review its contents, and discuss how and why it should be completed. (5 minutes)
 - a. Have students practice the pronunciation of the places/genocides as well.
4. Review the print sources that students will be using and reminding them how to use each. (5 minutes)
5. Introduce students to the District 214 Library Class Project Page, Genocide Link/Webpage, and District 214 subscription databases (and passwords to the databases when off campus). (15 minutes)
6. Give partners 5 minutes to ask questions, to get situated at the computer, to devise a plan of action for information gathering, reading, analyzing, and synthesizing.
7. Give students 50 minutes to find the information they need to complete their portion of the packet.
 - a. Students must view/use at least 2 sources (1 print and 1 nonprint) to find information and to become familiar with the sources.
 - b. Circulate around the computer lab, assisting students' needs, providing guiding questions, or answering their technological or logistical questions.
8. At the conclusion of 50 minutes, put partners with another set of partners, making a group of four.
 - a. The four students in the pod will discuss and share the information they have found, adding more information, if necessary, to their own sheets. (10 minutes)
9. In the last 10 minutes of class, each student will complete the last portion of the handout: final topic selection and an initial bibliography of the sources they will be using.
10. Students will turn in the handout as they leave.

ACCOMMODATIONS/MODIFICATIONS:

- The "Initial Notes" handout as well as the directions for accessing the Class Projects and D214 Subscription Databases web pages will be accessible in print and electronic form, so students may either write or type, given their preferences.
- Partners will provide students with a person to share and discuss findings with, so students will be comfortable with researching.

ASSESSMENT:

Students will turn in their "Initial Notes" handout and final topic selection/initial bibliography at the end of class for assessment., which will be based on completion and accuracy.

Students will also be assessed on their classroom behavior and participation on a basic system of check plus, check, or check minus.