

# Holocaust Writing and Research for the Secondary Student

By Jenny Buchanan, Sara Forsman, and Dianne O'Bryan

## Project Summary –

The purpose of this project is to help secondary teachers effectively guide their students through the research process, step by step. Guidelines for the paper, templates, and activities that can be used and adapt for any research paper are provided. The emphasis of the project is on how to successfully: narrow down a topic that fits into a Holocaust related theme, research the topic using primary and secondary sources, sensitively and accurately write about the topic, and document their findings using MLA formatting. This program will be helpful for teachers and students wishing to enter the White Rose Essay Contest. It also encourages students who have researched a specific of the Holocaust to continue in their education about the Holocaust.

## Intended Grade Level – High School

Classes – World History, AP European History, Composition

Core Concepts Addressed - This project could address any of the Core Concepts, depending on the topic that each student chooses.

Standards – This project meets the following standards;

Missouri –

Social Studies Standard 2

Communication Arts Standards 3 and 4

Performance Standards 1.2, 1.2, 1.5, and 1.7

Kansas –

U.S. History Benchmark 5, Indicator 6

World History Benchmark 6, Indicator 3

World History Benchmark 8, Indicators 1,2,3, and 4

Language Arts Standard 1, Benchmark 1, Indicators 2,3,6, and 10 (11<sup>th</sup> Grade)

Language Arts Standard 1, Benchmark 5, Indicators 1,2, and 3

# Holocaust Writing and Research for the Secondary Student

## Table of Contents

1. Research Paper Guidelines I
2. Production Schedule I
3. Parent Letter I
4. Holocaust Research Topic I
5. Sample Thesis Statement/Thesis Practice I, A
6. Thesis Statement Concept Attainment Activity A
7. Book Research Activity A
8. Memoirs vs. Diaries I
9. Topic/Works Cited Assignment A
10. Works Cited Assignment Evaluation E
11. Evaluating Holocaust Related Websites I
12. MLA Citation Quick glance sheet I
13. Parenthetical Notation and Quotations I
14. Sample Sentence Outline- "The Power of One" and questions I, A
15. Sample Title Page I
16. Peer Evaluating Tips I
17. Peer Evaluation sheet E
18. Adult Evaluation sheet E

- I = information
- A = assignment
- E = evaluation

# HOLOCAUST RESEARCH PAPER GUIDELINES

## TOPICS-

1. Choose an aspect of Holocaust that peaks your interest.
2. Find a subject within the broad area that stirs your curiosity (narrow down your topic!).
  - If you plan on entering the White Rose Essay Contest, you must evaluate the topic within the parameters of the contest theme. See Essay Contest Criteria.
3. Your topic must be unique. Within the each class, there will be no duplicated topics and no duplicated papers, period.

## SOURCES-

1. A minimum of **5** academic sources are required.
2. Sources must include 1 first person and/or survivor account.
3. Only one source may be an encyclopedia. It **MUST** be **Americana or Britannica**.
4. Limit **2** Internet sources.
5. Check historical journals for articles.

## RESEARCH-

1. Write down all reference information for each source used for parenthetical notation.
2. Suggestions:
  - Create a list of subject headings or descriptors for the topic, such as “Nuremberg Laws”, “inferior race jews”, or “*Mein Kampf*” for a paper dealing with Antisemitism. Be careful while researching this topic- there is a lot of antisemitic propaganda you can encounter on the web!
  - Use these descriptors to find material in the library’s reference tools such as: Atlases, Almanacs, Biographical dictionaries, the Reader’s Guide and the Electronic Card Catalog.

## THESIS- One or two sentences which briefly answer your topic question.

1. This is the most important part of your paper. Your entire paper should be devoted to proving this statement. No information should be added that does not work towards proving this statement. A strong clear thesis statement usually means a good paper; a weak disorganized thesis guarantees a poor paper.
2. To come up with your thesis, you must complete preliminary research on your topic.
3. Your thesis statement will distinguish your research paper from a report. You must formulate your own position or thesis. Become an authority on your topic. Gather information from many different sources to **DEVELOP** and **PROVE** your thesis.
4. This is not the time to be “wishy-washy”. Come right out and say what you think. The thesis, along with the rest of the paper, needs to be written in formal research writing style. **Avoid 1st and 2nd person and questions.**
5. Your thesis statement must appear in your first copy and final paper as the last sentence in your introductory paragraph. It must be underlined. The last paragraph of your research paper needs to have the thesis restated.

## TAKING NOTES-

1. Choose your thesis statement before you start taking detailed notes. This helps you to avoid taking notes on what won’t help you prove your thesis.
2. Suggestion: To keep your notes organized, limit yourself to one source and one subject per page. At the top of each page, **write down the complete bibliographical information for that book. This information will be used later for Parenthetical Notation and Quotations. If you do not have the bibliographical information for a source, you will not be able to include the research in your paper.**
3. DO NOT take notes in complete sentences. This will help you avoid plagiarism. If you must copy something word for word, be sure to use quotation marks around it and note the page number in the margin.  
**\*Always record all bibliographical information for all notes.\***

## OUTLINE-

1. An outline forces you to organize your thoughts in preparation for writing your paper.
2. The outline needs to be extensive and written using complete sentences (**Main points, thorough subpoints**). After completion of the outline, you should be able to write your paper directly from the information on the outline.

## REQUIREMENTS-

1. Your paper should be typed in **size 12 font and doubled spaced** with one inch margins. (These guidelines have been typed in size 10 font.)
2. It should be **5 to 6 pages** in length-minimum.
3. You need a **title page** including: **title of paper, your name, class/hour, teacher's name, & the date.**
4. You need a **Works Cited** page using the MLA guidelines. "The Little, Brown Book"- get your hands on a copy soon.
5. Include **3-5 direct quotations**. Make sure they are quality quotes and not just thrown in at random.
6. Use formal writing style, **avoiding first and second person and contractions.**
7. Also include all **handwritten work, previous evaluations including peer evaluations and an adult evaluation, as well as a copy of your final paper on a disk.**

## STAGES-

1. The paper should follow your outline but be written in paragraph form with complete sentences.
2. Writing the paper can be the easiest step if you have followed all the other steps.
3. Suggestion: Using your outline, go through your notes and label sections in your notes in colored ink according to where they fit on your outline. Cross through each section of your notes as you write about them in your paper.
4. Have a **dictionary** handy to check spelling and usage.
5. Have a **thesaurus** handy to elaborate on word usage.
6. Your paper should go from **general to specific to general** (intro-body-conclusion).
7. Your introductory paragraph should begin in a general manner. It should set up your topic and become more specific including your thesis statement.
8. The body of your paper is specific support points, researched and explained by you with **continual** references back to your thesis.
9. Your conclusion should start by **restating** your generalization that applies your thesis to another topic or another period.
10. **Transitional** words and sentences are important to link each paragraph to the one before it. A handy list of transitions will be provided.

## EVALUATION-

1. Quality of historical content.
2. How well you prove your thesis (not only present a description, draw conclusions).
3. How well you explain your historical points.
4. How well you evaluate your historical points.
5. Organization, usage, mechanics, and style.
6. A specific evaluation sheet will be provided for each step.

## PLAGIARISM-

1. Your final paper will be submitted to Turnitin.com to check for plagiarism.
2. Any instances of plagiarism will result in a zero on the research paper and a referral to the office.
3. There should be no duplicate papers- all papers should have different thesis statements.

**Holocaust Research Paper**  
**Research Paper Production Schedule**  
**Suggested Length for production: 4 months**

**Date:**

Introduction to Research Paper. Parent Letter, Criteria & Schedule

Library/Media Center- Focus: Research & Works Cited- Intro. Assignment

**PARENT/STUDENT SIGNATURES DUE.**  
**INTRODUCTORY WORKS CITED ASSIGNMENT DUE.**

Media Center/Research Topic/Share Topics w/Peers

**TOPIC WITH PROPOSED THESIS STATEMENTS DUE.**

Topics Returned. Thesis Statement Introduction.

Workday- Library/Media Center Research  
Focus: Validity of web sites.

Peer Suggestions/Evaluation of Thesis Statement.

**THESIS STATEMENT DUE.**

Thesis Statement returned  
Research Paper Workday- Focus: Outlining/Parenthetical Notation

Research Paper Workday- Focus: Polishing Works Cited/Writing the Body of Your Paper

**THESIS, OUTLINE, & WORKS CITED DUE.**

**Thesis, Outline, & Works Cited returned.**

**SHOW HANDWRITTEN WORK IN PREPARATION FOR FIRST COPY.** Must be handwritten- not typed.

**FIRST COPY DUE. PREPARE FOR PEER EVALUATION.**  
**TURN IN 3 COPIES WITH STUDENT ID# INSTEAD OF NAME.**

In-class peer evaluation.

**PEER EVALUATION DUE. 75 POINTS.**

First Copy and Peer Evaluations returned. Revise and have an adult evaluate paper.

**\*\*\*\*Sign up for Individual (optional) Conference times - 1 week before/after school\*\*\*\***

**FINAL COPY DUE. PAPER MUST BE SUBMITTED TO TURNITIN.COM**  
**THE FOLLOWING MUST BE IN YOUR FOLDER:**

1. HANDWRITTEN NOTES
2. YOUR FINAL PAPER ON DISK
3. HANDWRITTEN DRAFTS
4. ALL FORMER EVALUATIONS & GRADED WORK
5. FIRST COPY/PEER EVALUATIONS
6. ADULT EVALUATION\*\*\*\*
7. FINAL COPY

**200 points possible.**

**\*\*\*\*As an educational courtesy, teachers have agreed to require adult evaluations from outside of the building. Please respect this request. \*\*\*\***

**The research paper will be returned by the end of second semester**

Date \_\_\_\_\_

**Dear Parent/Guardian:**

The schedule and guidelines for the Holocaust Research Paper are attached. It is imperative that you are aware of the guidelines and deadlines for this extensive project. In order for your child to be successful, he/she must anticipate and prepare for the deadlines. **If the student is absent, he/she will still need to adhere to the deadlines since he/she has had them well in advance. Please make arrangements to deliver your child's work to school in the event of an absence during a due date.**

**Major points you should note:**

-meeting deadlines is of an extreme importance (see attached schedule)

-guidelines are provided for each component of the research paper (attached)

-all work must be **TYPED** (Computers at school are available from \_\_\_\_\_ through \_\_\_\_\_, Monday - Friday)

-The research paper format needs to follow the Modern Language Association of America (MLA) writing guidelines which are found in *The Little, Brown Guide to Writing Research Papers* by Michael Meyer. It is beneficial for the student to own a copy so they may highlight, make notes, etc. for future reference. Later editions are available at most bookstores.

-The late work policy is:

---

\*It is imperative that each requirement of the research paper be completed. The student will still be required to turn in each component, even if the student is absent the day it was due.\*

-The research paper process will be approximately \_\_\_\_\_ of the student's final grade for the semester.

This project is invaluable to your child's success in future high school upper-level courses and college courses. Please feel free to contact me if you have any questions, comments, or concerns. Return the **signed** bottom portion of this sheet with your child by \_\_\_\_\_.

**Thank you for your support.**

**Teacher's name**

**voice-mail:**

**e-mail:**

**(Please detach and send back the bottom portion)**

-----  
I have read the guidelines and reviewed the schedule with my child.

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

# Holocaust Research Topics

---

## **Antisemitism/Racism**

Nuremberg Laws  
Voyage of the St. Louis  
Kristallnacht  
Evian Conference  
Eugenics

## **Jewish Life Before the Holocaust**

Culture of the people (language, customs, daily life, community)  
Choose one country  
Shtetl life

## **Interwar Period**

Treaty of Versailles  
Hitler's rise to power  
Nazi Racism

## **Totalitarian State**

Nuremberg Laws  
Rise of Nazi Party/Hitler  
Boycott of Jewish Businesses

## **Persecution**

Ghettos (division of labor, conditions)  
Other victims  
Death Marches  
Medical experiments  
Wannsee Conference

## **US/World Response**

Catholic Church

US newspaper coverage

Voyage of the St. Louis

## **The Final Solution**

T4 Program

Conditions in the camps

Einsatzgruppen (Babi Yar)

## **Resistance**

Ghetto uprisings

White Rose

Death camp uprisings

Hiding

Jewish Partisans

Unarmed resistance

## **Rescue**

Le Chambon

Danish rescue

Underground rescue organizations

Individuals

## **Aftermath**

Liberators

Displaced Persons camps

Children of survivors

Nuremberg Trials

# Holocaust Research Paper

## Sample Thesis Statement

A thesis statement is the answer to your topic research question. For example, what were the roles of women in Nazi Germany? There are several ways, in which you would approach this topic in your research. To give your paper direction, you might word a thesis statement like this:

In Nazi Germany, women were not only seen as vital in continuing the “racial” bloodlines, they were expected to maintain peace and comfort within the home.

Your topic: \_\_\_\_\_

Practice writing sample thesis statements. Preliminary research has to be completed prior to this step, **SO YOU KNOW WHAT DIRECTION YOU’LL BE ABLE TO TAKE WITH YOUR TOPIC !** 😊 😊 😊 😊

1.

2.

3.

1. The Protestant Reformation changed Europe during the 1500's and 1600's.
2. Although many say that the Magna Carta revolutionized European government theory, in reality, it was a useless document.
3. After the rise of Vladimir Lenin and his communist ideology, Russia became the Soviet Union and turned to communism.
4. King Henry IV shaped French thinking about religious tolerance by enforcing the Edict of Nantes.
5. The Spanish Inquisition spread much fear through Spain and Spanish colonies.
6. St. Francis of Assisi was the most influential monastic reformer in history.
7. We now call the exchange of goods between the New World and the Old World the Columbian Exchange.
8. Although Castro was extremely influential in the Cuban Revolution, Soviet influence played a bigger part in the success of the revolution.
9. The French Revolution drastically changed the French government.
10. Because of the excellent use of humor, drama, and many literary devices, William Shakespeare is regarded as the best playwright of all time.

- What characteristics do the odd numbers share?
  
  
  
  
  
  
  
  
  
  
- What characteristics do the even numbers share?
  
  
  
  
  
  
  
  
  
  
- My hypothesis of the difference between the odd and even numbers.



# Book Research

When researching, you can't always find a book on the specific topic that you are looking for. It's then necessary to look for the topic in general books or reference materials. You can use the chapter titles, table of contents, or index to help you find what you are looking for.

Find the answers to the following questions using books on the Holocaust. For each answer, indicate the title of the book and page number where it was found.

Suggested books: *Tell Them We Remember*, *The World Must Know*

1. What were the Nuremberg Laws?
2. What was the Wannsee Conference? Where and when was it held?
3. Who was David Ben-Gurion?
4. What was the "White Rose" movement? Who started it? When was it founded?
5. What were the Nuremberg Trials?
6. What was the Evian Conference? Where and when was it held?
7. What is a Hollerith machine? What was its role in the Holocaust?
8. What were the *Einsatzgruppen*?
9. When was Auschwitz-Birkenau liberated?
10. What happened to the survivors after liberation?

---

# Memoirs vs. Diaries

---

**Memoir:** Record of events based on the writer's personal observation or knowledge.

**Diary:** A daily written record of one's experiences.

## Characteristics of a Diary/Correspondence:

- ❖ Written exclusively between 1933 – 1945
- ❖ Primary source documents
- ❖ Deals with events in their own time without hindsight – excellent to show foresight of some individuals
- ❖ Witness deals with events from their own age perspective
- ❖ Most are written by young people – offers a connection to your students
- ❖ Offers insight into the family and culture that memoirs dealing with the Final Solution frequently leave out
- ❖ Usually focuses on the period of ghettoization often minimized in memoirs

## **Characteristics of Memoirs:**

- ❖ Written after liberation – post 1945
- ❖ Primary source documents though they are many years removed from the events
- ❖ Not historians – are experts on their own experiences
- ❖ Susceptible to believing Nazi propaganda and/or myth
- ❖ Most written 20+ years after the events
- ❖ Written by adults looking back on events experienced as children or young adults
- ❖ Memories are often their impressions of events after many years of living with the trauma

## **Value of First-Person Accounts:**

- ❖ Personalizes the history
- ❖ Contemporaneous accounts are unquestionably authentic (1933 – 1945)
- ❖ Focus on Jewish lives and culture at the time – as opposed to Nazi documents covering the same topics
- ❖ Records the psychological and emotional reaction – as opposed to the physical and political reaction in secondary sources
- ❖ Offers vivid descriptions and views that can convey the trauma without using graphic photographs
- ❖ Engages students in the language of the Holocaust like no textbook can
- ❖ The impressions and meanings are unfailingly true

## **Cautions/Limitations:**

Traumatic memory of Holocaust survivors/context of the survivor experience

- ❖ Living under constant duress
- ❖ Beatings and illnesses frequently produced blackouts
- ❖ Rare instances of solitary confinement
- ❖ Movement and activities occurring at night (arrival in camps)
- ❖ Complete isolation from news sources or even a calendar or watch.
- ❖ Given deliberate misinformation by Nazis
- ❖ Proliferation of camp rumors – especially about liberation and the status of the war

**Excerpt from *All But My Life* by Gerda Weismann Klein (pg. 88 – 89)**

**Description on the back cover of the book:** A classic of Holocaust literature, Gerda Weismann Klein's celebrated memoir tells the moving story of a young woman's three frightful years as a slave laborer of the Nazis and her miraculous liberation.

Excerpt:

Leaving the invalids behind, we assembled in a field in a suburb of Bielitz called Larchenfeld. Here we were left in the rain to wait. After about four hours the SS men finally came in a shiny black car, their high boots polished to perfection. A table was set up and covered with a cloth – a tablecloth in the rain – and at that table they checked the lists of the people present.

We had all assembled.

Why? Why did we walk like meek sheep to the slaughterhouse? Why did we not fight back? What had we to lose? Nothing but our lives. Why did we not run away and hide? We might have had a chance to survive. Why did we walk deliberately and obediently into their clutches?

I know why. Because we had faith in humanity. Because we did not really think that human beings were capable of committing such crimes.

It cleared up and then it rained again. I was tired and hungry, hot and cold, and still we stood at attention, losing track of time.

## **Excerpt from *The Diary of Dawid Sierakowiak* (pg.164)**

**Description on the back cover of the book:** After the liberation of the Lodz Ghetto. Dawid Sierakowiak's notebooks were found stacked on a cookstove, ready to be burned for heat. Young Sierakowiak was one of more than 60,000 Jews who perished in that notorious urban slave camp, a man-made hell which was the longest surviving concentration of Jews in Nazi Europe. The diary comprises a remarkable legacy left to humanity by its teenage author. It is one of the most fastidiously detailed accounts ever rendered of modern life in human bondage. The luxury of life was never returned to Dawid, but a new awareness of its richness can be our reward for reading the diary of this brilliantly deserving and brutally deprived young human being.

Friday, May 8. Lodz. Everyone is waiting most impatiently for the next ration (the previous one was issued for the period until May 10). Again it will be only enough to have a little bite and then have two or three bits to cook.

Father has had an X ray, but he doesn't know the results yet. Mom keeps working because otherwise she would lose soup. The number of deaths in the ghetto has started to rise again at an incredible rate. People get swollen, and each day you can see someone else with the characteristic bags under their eyes, distended eyelids, cheeks, and chin; their legs become swollen, and in some cases their hands too.

The prices are insane. A portion of soup in the workshop is 20 RM (but you really have to look hard for a fool who wants to sell it). Hundreds of high-ranking clerks, and hundreds of other officers and officials, if only they have the slightest opportunity, steal and gobble terribly in the kitchens, bakeries, in food-supply offices, at the police stations, in the prison administration in Marysin, on the vegetable market squares, in the cooperatives. They eat everywhere they can, at our expense, at the expense of the rest of the ghetto population. The sixteen workers from the tailor workshop who demanded the introduction of the two seven-hour shifts have been moved by Rumkowski to collect feces, which means a quicker end for them.

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

**Introductory Holocaust Research Paper Assignment  
Topic/Works Cited**

Media Center Day: \_\_\_\_\_

Topics/Works Cited Due Date: \_\_\_\_\_ Points Possible: \_\_\_\_\_

**Instructions:**

This assignment is to help prepare for the Research Paper. References will be made to page numbers in *The Little Brown Guide to Writing Research Papers, 5th Edition (or MLA)*. Other editions will be set up very similarly. Follow the guidelines for each component of this assignment.

**I. Topic (pg. 6)**

The Research Paper needs to focus on a topic that relates to the Holocaust. Choose an area that really interests you, especially since we will spend so much time on completing the final masterpiece. You will receive a handout with topic suggestions. In addition, skim the table of contents in various Holocaust books for appealing, possible topics.

Some topics are very in-depth and need to be saved to research at the collegiate level. Please keep that in mind while narrowing your topics down.

The topic will then be used to develop a thesis statement that will serve as a focal point for the entire research paper. We will work with the thesis statement component at a later date.

**1. Brainstorm (pg. 12 & 13)**

- a. Brainstorm areas of interest: (Even if it revolves around other countries' involvement or effects of the Holocaust)

-List as many ideas as you can think of that spark your attention.

- b. Find information on some of your possible topics and **read** to see if it:

- 1) really interests you.
- 2) fits criteria (can readily find information about impact & influence).
- 3) has readily available sources.

\*Check encyclopedias, books, the Net, etc. This step involves skimming through materials to determine if the topic is going to fit the criteria and be satisfying to you.

c. After preliminary research, **select two topics** that you are most interested in writing about.

Topic #1: \_\_\_\_\_

Topic #2: \_\_\_\_\_

## II. Works Cited (pps. 137 - 163)

The list of works cited provides the sources from which you have borrowed quotations, ideas, and facts included in your paper. Its purpose is to provide a convenient listing of sources and it is arranged **alphabetically by authors' last names**. As you look through potential sources, jot down the following information (this eliminates not knowing where a particular piece of information came from later on): **author's name, title, publisher name & location (use the 1st listed) and date published (use most recent) and page #'s/ keep in mind, depending on the source you may need volume #, etc.**

**1. Create a works cited (bibliography) for each of the two topics selected above meeting the following criteria:**

a. needs to be in **MLA format**, see attached sample (pg. 138)

- 1) **1 inch margins**
- 2) **appropriate title-** Works Cited / centered, 1 in. from the top margin
- 3) **your last name and a fictitious page #**, 1/2 in from top of page, right hand margin
- 4) **double-spaced / 2nd line of entry is indented 5 spaces**
- 5) **a) name of author is in reverse order. b) Title is underlined or italicized followed by a comma. c) Place of publication followed by a colon- use first city given, do not list state unless possibility for confusion (i.e. Springfield, Ill or Springfield, Mass) d) Publisher (condense!) followed by a comma e) Use most recent copyright date followed by a period. Page numbers needed in certain instances (however, for just getting started, always write down page #'s to help you get back to certain sources)**

b. **5 sources minimum**

- 1) These should be references that would be helpful in finding material on your topic. Obviously, this would be determined after a **brief skim**, however for your paper you will need to read **in-depth**.
- 2) **Reminder- No Encyclopedias:** A specialized encyclopedia, i.e. Encyclopedia of The Holocaust, is acceptable because it is an academic encyclopedia.
- 3) **LIMIT TWO INTERNET SOURCES!!!!** You will need to cite the internet source according to the MLA. Pay close attention to how academic the site appears to be. Stick with reputable sites. The Media Center has helpful handouts in the labs that cover how to properly cite web sites.
- 4) You must include one survivor testimony or first hand account. This needs to be included in your Works Cited.

**Type both works cited on separate sheets of paper, attach to this handout (completed) and turn in by the due date.**

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

**Introductory Research Paper Assignment  
Topic/Works Cited Evaluation Sheet**

**Points Possible      Your Score**

**I. Topics**

**10**

#1 - \_\_\_\_\_

- Holocaust related topic      5

#2 - \_\_\_\_\_

- Holocaust related topic      5

**II. Works Cited**

**20**

#1 - \_\_\_\_\_

- minimum of 5 sources      5  
credible/thorough/academic  
1 primary source included  
limit 2 Net sources

- MLA format      5  
1 in margins  
appropriate title  
last name/page #  
double spaced  
reference information

#2 - \_\_\_\_\_

- minimum of 5 sources      5  
credible/thorough/academic  
1 primary source included  
limit 2 Net sources

- MLA format      5  
1 in margins  
appropriate title  
last name/page #  
DS  
reference information

**Points Possible      Your Score**

**30**

**Overall Comments:**

---

# Evaluating Holocaust-Related Websites

---

Adapted from materials prepared by David Klevan, USHMM

## Recognize the domain name of the site

- .gov is U.S. government
- .mil is U.S. military
- .edu is an accredited post-secondary educational institution
- .com is a commercial, for-profit entity
- .org is a non-commercial, non-profit entity
- .net is a computer network, particularly an Internet-related network
- .int is an international organization
- .il, .de, .at, .ca, etc. are country identifiers; frequently preceded by a .co

## Cautions:

- Be aware that many colleges and universities restrict server space to professors and students but that some do not. Some allow alumni and others to use their server.
- Be aware that there is a difference between the quality of student-based and professor-based products.
- While .gov domain type denotes the information contained in the site is a product of a U.S. government office, remember that some sources may have their own agenda

## Ask these questions:

- Is it clear who is sponsoring the page? Is there a link to another page describing the purpose of the sponsor?
- Is there a way of verifying the “legitimacy” of the sponsor?
- Is it clear who wrote the page?
- Is the author a professional or an amateur (educational degrees)?
- If the author is not a professional, is the Holocaust within his/her area of expertise?
- If the author is not a professional, does he/she have a connection to the Holocaust? Does this connection qualify one as an authority on the Holocaust?
- Is it possible the author is qualified in some aspects of the Holocaust and not in others?
- Remember – Anyone can publish on-line. ANYONE.

## **Conduct a preliminary overview of the site:**

- Does the page display poorly?
- Are there spelling and grammar errors? If the page poorly written?
- Does the author use excessive profanity?
- Is the material current? Are there dates indicating when the material was written or posted?

### **Review the site for accuracy – factual errors and sources of data**

- Does the author define “Holocaust”?
- Are there glaring incorrect statements, citations, etc.?
- Does the text include footnotes, photo captions, etc. that can be used to verify information?
- If the material is translated, is a source of that translation cited?
- Does the site include links to other sites? If so, evaluate that data independently. Check the URL to see if you are still in the same site.

### **Check for bias and comprehensiveness of data**

- Is the site or author affiliated with a political party, interest group, professional or governmental agency?
- Does the site have a stated mission?
- What is the purpose of the site (entertainment, marketing, etc)?
- Does the author use persuasive language? Does he/she use precise language or does he/she generalize, exaggerate, or use extreme language?
- Do the background images or graphics display a bias? Are graphs and charts clearly and properly labeled?
- How comprehensive is the historical presentation? Does the author emphasize a particular event, experience, or theme?
- How thorough is the documentation? Are primary sources utilized?

## MLA Citation (for most common resources)

Make sure you use the following guide to cite all sources.

### **Basic Book Citation:**

Author. Title of Book. City where book was published: Publisher, copyright date.

Wilson, Frank R. The Hand: How Its Use Shapes the Brain, Language, and Human Culture. New York: Pantheon, 1998.

### **Articles:**

Author. "Title of the article." Publication Volume (year) : Page numbers for article.

Craner, Paul M. "New Tool for an Ancient Art: The Computer and Music." Computers and the Humanities 25 (1991) : 303-13.

### **Article in a Reference Book:**

"Title of encyclopedia article." Reference Book. Edition. Copyright year.

"Ginsburg, Ruth Bader." Who's Who in America. 52<sup>nd</sup> ed. 1998.

### **CD-ROM:**

1. Author's name (if given)
2. Publication information for the printed source or printed analogue (including title and date of print publication)
3. Title of the database (underlined)
4. Publication medium (CD-ROM)
5. Name of the vendor (if relevant)
6. Electronic publication date

Russo, Michelle Cash. "Recovering from Bibliographic Instruction Blahs." RQ: Reference Quarterly 32 (1992) : 178 – 83. InfoTrac: Magazine Index Plus. CD – ROM. Information Access. Dec. 1993.

### **Online Scholarly Project or Information Database:**

1. Title of the project or database (underlined)
2. Name of the editor of the project or database (if given)
3. Electronic publication information, including version number (if relevant and if not part of the title), date of electronic publication or of the latest update, and name of any sponsoring institution or organization
4. Date of access and network address

Victorian Women Writers Project. Ed. Perry Willett. June 1998. Indiana U. 26 June 1998 <<http://www.ucmp.berkeley.edu/glossary/glossary.html>>.

\*\*\* Sample citations are from the 5<sup>th</sup> edition of the MLA handbook.\*\*\*

# HOLOCAUST RESEARCH PAPER

## Focus: Parenthetical Notation and Quotations

### Parenthetical Notation

Tips:

- \* place your parenthetical reference where it will least disrupt the sentence (at the end)
- \* the reference comes before the period/punctuation mark in the sentence
- \* no punctuation mark between the author's name and the page number in the reference (Bauer 92).
- \* Gives credibility to your work; paraphrasing

Parenthetical notations serve two purposes: 1) directs your readers to a particular work in your list of works cited  
2) indicates the exact location in this work of the information used

#### **WHEN TO USE PARENTHETICAL NOTATION:**

**Any time you use information from a different source or different page number. You cite all information that is not your original thought- all information that you use in your paper!**

Usually, for a one-volume work the reference can accomplish these two purposes simply by including the last name of the author of the work and the page number(s).

*She partially attributes her survival to her father's insistence that she wear her ski boots to the train, even though it was June (Weissman Klein 86).*

*This reference first tells the reader the author of the book—Weissman Klein. With this information, the reader can consult the list of works cited to find the entry for the work:*

*Weissman Klein, Gerda. All But My Life. New York: Hill and Wang, 1957.*

*The reference next tells the reader the exact location of the information. It can be found in pages 86 of the work.*

*If the author's name is included in the text, the reference need include only the page numbers(s).*

*In her memoir, Gerda Weissman Klein partially attributes her survival to her father's insistence that she wear her ski boots to the train, even though it was June (86).*

See MLA under "References" for further information.

## Quotations

Quotations also give credibility to your work as you integrate information into the paper so that it is readable, convincing, and adequately documented. Quotations are intended to enhance your writing, not serve as a substitute for it.

### **Tips:**

\*use quotations sparingly

\*use when the language of the original was especially important or vivid and therefore worth preserving

\*use when you want to invoke the authority of your source

\*brief quotations of fewer than four lines

-use quotation marks to indicate the quoted material

-indicate the source of the quotation with a parenthetical reference

-help reader keep track of whom you are quoting

(avoid repetitive writing: "Weissman Klein states", "Bauer states". Useful words: writes, thinks, agrees, contends, comments, believes, endorses, denies; see MLA for additional suggestions)

\*quotations of four or more lines should be set apart from the text of the paper with indenting

-triple space from body paragraph

-indent ten spaces from the left margin; right margin is the same as it is for the text

-omit quotation marks at the beginning and end of the passage (indenting and triple spacing is sufficient)

-place a parenthetical reference at the end of the passage to indicate its source, outside of the punctuation

### **Example:**

Even though Gerda was separated from family, she found peace and inspiration in memories. In *All But My Life*, Gerda Weissman Klein recalled, "As I looked at the picture in the dim light of my bunk, my kindly old Grandfather seemed to be saying: 'Have faith, my child, have faith in God'" (Weissman Klein 126).

**See MLA for further help under "Using the Notes/Presenting the Information".**



## The Power of One

Thesis: During the Holocaust, Raoul Wallenberg was not a passive bystander like the rest of the apathetic, onlooking world, but was a heroic activist who chose to make a difference by rescuing Hungarian Jews from their inevitable extermination.

### I. Introduction and Accepted Beliefs/Behavior

#### A. The Majority concept of accepted behavior

1. People think they do not make a difference.
2. This thought leads to a lack of action.

#### B. Misconceptions about apathy and non-action

1. Most people believe in being self-centered, therefore, not acting.
2. The use of not taking action is considered acceptable.

#### C. The Power of One

1. In actuality, one person can make a difference.
2. Everyone is able to make a difference.

#### D. Case Study- Wallenberg

1. He is a prime example of how people can make a difference.
2. He saved thousands of Jews during the Holocaust.
3. His decision to make a difference had a tremendous effect
4. Thesis

### II. Background

#### A. World War II background

1. The situation in Hungary during WWII was desperate.
  - a. Deportations had begun.
  - b. Include statistics from Hungary
2. Very few individuals made a difference.

#### B. General overview of the Holocaust

1. Early stages and situations- deportations
2. Later stages, including mass killings and concentration camps

### C. World reaction and response

1. Many countries and leaders were in fear of taking a stand and getting involved.
2. The majority of the world is considered bystanders, those of non-action.

## III. Wallenberg

### A. Early Life and upbringing

1. Family standing in society
  - a. They were extremely influential and wealthy
  - b. Wallenberg had a secure future.
  - c. Wallenberg did not need to make a difference, but he did.
3. Family influence
  - a. He was raised by his mother and grandmother.
  - b. His education was guided by his grandfather.
4. Education
  - a. He was interested in architecture.
  - b. He went to college in the United States.
5. Early jobs and travels
  - a. He traveled around the globe.
  - b. His experience gave him the personality traits of a hero.

### B. Events leading to involvement during World War II

1. He had a desire to accomplish important goals in life.
2. He received a nomination to become a diplomat.

### C. Wallenberg became a Swedish Diplomat assigned to Budapest, Hungary

1. He was selected for the job.
2. He requested more diplomatic power.
  - a. He had nine request, which were all granted.
  - b. This became essential to his ability to make a difference.

#### D. Early Rescue Actions

1. He arrived in Budapest
2. Wallenberg set up the department of Legation.
3. He had early connections to influential people.
4. He designed, issued, and distributed “Wallenberg passports”
5. He helped in the area of hospitals and food.
6. Through these actions, Wallenberg proves the power of one.

#### E. Later War efforts

1. Wallenberg almost went home.
2. The Arrow Cross government took over.
3. Wallenberg felt that he must take even greater, faster action.
  - a. He set up safe houses.
  - b. He began chasing after trains.

#### F. Effects of his efforts and compelling others to act

1. Up to 100,000 Jews were saved by his actions alone.
2. Other diplomats followed his initiative and set up safe houses.
3. Again, he proves the power of one.

#### G. Captured at War’s End

1. He was captured by the Soviets while asking about Jewish protection.
2. Shortly after, the Red Army took over Hungary.

#### H. Continuing Mystery of his location

1. Russia reported that he died.
  - a. There is a controversy over his location in Russia.
  - b. There are contradicting Soviet reports and eyewitness stories.
2. There were rescue missions and organizations who attempted to save him.
3. He can save others but not himself, no one could save him.

I. He was honored for his work

1. He has a special place in the United States Holocaust Memorial Museum.
2. There is a tree planted for him at Yad Vashem in Jerusalem.

IV. Wallenberg made a difference (broader theme)

A. Wallenberg made a difference

1. He saved a number of Jews.
2. He has influenced others to take a stand and make a difference.

B. Everyone can make a difference.

1. The efforts of one person can have a tremendous effect.
2. Everyone can be this one person.

C. The Power of One

1. This was depicted by Wallenberg.
2. One person is all it takes.

## Works Cited

- Benenson, Peter. Introduction. *Wallenberg: Lost Hero*. Springfield, Ill.: Templegate, 1986.
- Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*. New York: Viking, 1981.
- Bresheeth, Hiam, Stuart Hood, and Litza Jansz. *Introducing the Holocaust*. New York: Totem, 1993.
- Deardorff, Julie. "Spirit of Swedish War Hero Lives On." Chicago Tribune. 28 Jan 1996: 1.
- Fenyvesi, Charles, and Victoria Pope. "The Angel was a Spy." US News and World Report. 13 May 1996: 46-57.
- Fogelman, Eva. *Conscience and Courage: Rescuers of Jews During the Holocaust*. New York: Anchor, Doubleday, 1994.
- Handler, Andrew. *A Man for All Connections: Raoul Wallenberg and the Hungarian State Apparatus, 1944-1945*. Westport, Conn.: Praeger, 1996.
- Kallen, Stuart A. *The Holocaust: The Faces of Resistance*. Minneapolis: Abdo, 1994.
- Kemp, Jack. Foreword. *Raoul Wallenberg*. By Harvey Rosenfeld. New York: Holmes, 1995.
- Laqueur, Walter. "Letters Paint a Self-Portrait of a Hero as a Young Man." Insight. 6 Feb 1995: 26.
- Lester, Elenore. *Wallenberg: The Man in the Iron Web*. Englewood Cliffs, NJ: Prentice-Hall, 1982.
- Linnea, Sharon. *Raoul Wallenberg: The Man Who Stopped Death*. Philadelphia: The Jewish Publication, 1993.
- Maron, Kati. *Wallenberg*. New York: Random, 1982.
- Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*. New York: Harper, 1988.
- Rosenfeld, Harvey. *Raoul Wallenberg*. New York: Holmes, 1995.
- Smith, Danny. *Wallenberg: Lost Hero*. Springfield, Ill.: Templegate, 1986.
- United States. United States Holocaust Memorial Council. *Days of Remembrance National Civic Ceremony*. Washington D.C.: 1994.

United States. United States Holocaust Memorial Council. *The Holocaust: An Historical*

*Summary*. 1995.

Werbell, Frederick E., and Thurston Clarke. *Lost Hero: The Mystery of Raoul Wallenberg*. New York: McGraw-Hill, 1982.

Wiesel, Elie. Foreword. *The Courage to Care: Rescuers of the Jews During the Holocaust*.

Rittner, Carol, R.S.M. and Sondra Myers, ed. New York: New York U, 1986.

Willman, Jason. "Campus speaker recalls hero of the Holocaust."

<http://orion.csuchico.edu/Archives/Volume.34/Issue2/News/Csr'otHolo.html> (1 Jan 1997).

Questions:

1. After reading this outline, explain what his research paper will be about (in your own words).

2. According to the research paper guidelines, what is missing from this paper?

*(Title is centered, 1/3 down page [2"--6 lines = 1", hence 2" = 12 lines, begin on line 13])  
no quotations, no underlining, no ALL CAPS, no periods or commas*

Title

*(Line 13; Centered; Catchy)*

By

*(Line 20)*

*Doublespaced*

Your Name

*(for peer eval copies use student id. #)*

*(space down 6 lines or 1 inch from name)*

Course Title

*(DS)*

Teacher's Name

*(DS)*

Date

*(this date should be updated for peer eval copies and final copy)*

*(Also, date should be written formally. Example: February 19, 2005)*

## Peer Evaluating Tips

**Just a note: You have done a great job so far- meeting deadlines, researching, working on thesis, etc. Keep up the great work! I'm proud of you.**

This is worth **75** points for each of you as evaluators. Here are a few tips to ensure you're very clear on what is expected of you to achieve all **75** points.

-Be thorough! Use the evaluation sheet and go through each requirement, looking at **Research Paper Guidelines** and the **MLA** book to make sure and double check everything!

-Set aside uninterrupted time (**1 to 1 1/2 hours each**) to really plunge into peer evaluating.

-The More the Merrier! The more you point out to your classmate, the more helpful this process is to the both of you.

\*They can correct it before **I** get my hands on it!

\*You are very confident of requirements and might realize things that you overlooked in your own work.

-Read through paper once-no marks, etc. Get a feel for their work. Do you clearly understand controversy of the paper? Is it clear what's being evaluated? Is it organized? Does it flow? Does it prove thesis? Points thoroughly explained? Transitions? Make mental notes.

-Read through paper 2nd time, making notations on **actual paper**. Pick up ideas that you might have missed with the first reading. Circle proofreading errors (use a red or green pen!).

Write **elaborate** suggestions on the 1st copy itself, right where you think improvements, corrections, additions, etc. need to be made. If you do not understand, put ?'s beside paragraphs, circle spacing mistakes, and pick it apart!

-Read through paper a 3rd time, making notations on **evaluation sheet**. Be specific.

Use marks you made on research paper to assess if at each requirement, in your opinion, did the classmate meet each requirement? Is every point clear? unclear?

-Be Constructively Critical. A scholar should be able to take constructive, critical marks with appreciation. Don't be upset if someone points out improvements on your own work. "I get by with a lil' help from my friends." This is the "pre-grade" and opportunity to correct the research paper before the formal due date.

-It's your turn to be the "teach"! You'll figure out very quickly if a classmate has diligently worked on paper and just needs to polish it up, as well as if they haven't spent the time to really put it all together. Don't hesitate to offer suggestions. You know I would rather you be super thorough than "just completing assignment".

**\*\*\*\*Strive for Excellence!\*\*\*\***

-As well as pointing out weaknesses, if you see strengths, GIVE THEM PRAISE!!!!  
If you're impressed, let your classmate know it! WE ALL LOVE A WELL-DESERVED PAT ON THE BACK!!!!

Just keep thinking about how all this work will pay off when your paper is done and you can be proud of the work you have done!

**KEEP UP THE GREAT WORK!**

**HOLOCAUST RESEARCH PAPER**  
**PEER EVALUATION SHEET**

**RES PAPER AUTHOR #:** \_\_\_\_\_

**PEER EVALUATOR:** \_\_\_\_\_

**Evaluations** \_\_\_\_\_ **Comments**  
(Checkmark = observed;  
? = unclear )

1. **TITLE PAGE: TITLE (Catchy)** \_\_\_\_\_  
NAME  
DATE  
HOUR  
TEACHER'S NAME  
CORRECT SPACING

2. **THESIS: CLEAR WORDING** \_\_\_\_\_  
**WITHIN INTRO PARAGRAPH- last sentence**  
**UNDERLINED**

3. **FORMAT:** \_\_\_\_\_  
DOUBLE-SPACED  
ONE-INCH MARGINS  
FONT (10/12)  
NUMBERED PAGES (last name/page# including Works Cited)  
INTRO, BODY PARAGRAPHS, & CONCLUSION  
TRANSITIONS

4. **PARENTHETICAL NOTATION:** \_\_\_\_\_  
USE (Throughout paper)  
FORMAT  
Author/ Page # no punctuation

5. **WORKS CITED PAGE:** \_\_\_\_\_  
MLA FORMAT  
-Doublespaced, Alphabetical by last name, Correct  
Ref Info, Etc.

6. **QUOTES: 3-5** \_\_\_\_\_  
FORMAT- indented if needed, author and source introduced  
QUALITY  
EXPLAINED QUOTES SIGNIFICANCE

7. **HISTORICAL EVALUATION AND** \_\_\_\_\_  
**ANALYSIS**  
PROVE THESIS  
AVOID STORYTELLING

8. **LENGTH** \_\_\_\_\_  
5-6 PAGES

Add detailed comments on the back...

# **HOLOCAUST RESEARCH PAPER**

## **ADULT EVALUATION SHEET**

After you make corrections from your peer evaluations, have an adult read your final copy and make any further comments. You will need to explain the requirements to them.

\*\*\*\*As an educational courtesy, our teachers have agreed to require adult evaluations from outside of the building. Please respect this request.

Adult evaluator: Please read the student's research paper and initial the following requirements, indicating that you have looked for the requirements. The student will be able to explain each component to you. Please give as much feedback as possible- this will only help the student in the learning process. Thank you so much for helping us with this project!

**1. TITLE PAGE:** TITLE (Catchy) \_\_\_\_\_

NAME

CLASS

TEACHER'S NAME

DATE

CORRECT SPACING

**2. THESIS:** CLEAR WORDING \_\_\_\_\_

WITHIN INTRO PARAGRAPH (last sentence)

UNDERLINED

**3. FORMAT:** \_\_\_\_\_

DOUBLE-SPACED

ONE-INCH MARGINS

FONT (10/12)

NUMBERED PAGES (last name/page# through Works Cited but not on title page)

INTRO, BODY PARAGRAPHS, AND CONCLUSION

TRANSITIONS- points flow from one to the next/not choppy

**4. PARENTHETICAL NOTATION:** \_\_\_\_\_

GIVES CREDIT TO AUTHORS (Paraphrase/Summarizing)

USE (Throughout paper)

FORMAT (Author/ Page # with no punctuation)

**5. WORKS CITED PAGE: MLA FORMAT** \_\_\_\_\_

Double Spaced, Alphabetical by last name, Correct

Reference Info, Etc.

**6. QUOTES: 3-5** \_\_\_\_\_

FORMAT- author and source identified

QUALITY

EXPLAINED QUOTES SIGNIFICANCE

**Please add specific comments on the back...**

**7. HISTORICAL EVALUATION AND ANALYSIS:** \_\_\_\_\_

PROVES THESIS

AVOIDS STORYTELLING- continually refers back to thesis

**8. LENGTH: 5-6 FULL PAGES** \_\_\_\_\_

**I have evaluated the research paper to the best of my knowledge.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Thank you again for your interest in this student's education!**

**Additional Comments:**

**HOLOCAUST RESEARCH PAPER**  
**FINAL COPY EVALUATION SHEET**

NAME: \_\_\_\_\_

HOUR: \_\_\_\_\_

**TOTAL POSSIBLE**                      **YOUR SCORE**

1. TITLE PAGE:	TITLE	5
	BY/NAME	
	COURSE TITLE	
	TEACHER'S NAME	
	DATE	
2. THESIS:	CLEAR WORDING	9
	WITHIN INTRO PARAGRAPH	
	UNDERLINED	
3. FORMAT:	TYPED	
	DOUBLE-SPACED	2
	ONE-INCH MARGINS	2
	FONT	2
	NUMBERED PAGES	5
	INTRO/CONCLUSION PP'S	10
	BODY PARAGRAPHS/SCHOLARLY	
	WORDING	10
	TRANSITIONS	5
4. PARENTHETICAL NOTATION:		
	USE	15
	FORMAT	5
5. WORKS CITED PAGE:		
	ALPHABETICAL/FORMAT	10
	ALL SOURCES NOTATED	
6. QUOTES: 3-5		15
	FORMAT	
	QUALITY	
7. HISTORICAL EVALUATION AND		75
ANALYSIS:		
	PROVES THESIS	
	AVOIDS STORYTELLING	
8. NOTEBOOK OF PREVIOUS WORK:		
	NOTES	5
	HANDWRITTEN WORK	5
	ADULT EVALUATION	10
	FORMER THESIS, OUTLINE,&	5
	WORKS CITED	
	FIRST COPY	5
9. LENGTH: SUBTRACT 10 POINTS		
	FOR EACH PAGE SHORT OF REQUIREMENTS (5-6 TYPED PAGES)	

\*\*\*\*50% DEDUCTION FOR LATE FINAL COPY\*\*\*\*

\_\_\_\_\_

**TOTAL SCORE**  
200

**YOUR SCORE**

COMMENTS: