

Problem Based Learning Project #2

Group #1

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**Shelley Marshall
James Allison
Karen Reiber
Elizabeth Thomas
Carrie Earls**

Audience: High School Freshman

Prior Knowledge: Experienced in using computers and internet researching. Limited knowledge in using Timeline software and Audacity software. Pre-test will give us content area knowledge regarding of the Holocaust.

Attitudes: Students confident in using computers. Eager to learn new uses for technology.

Motivation: Students are excited about using computers and learning new software. Students will also be able to choose “person” in which to research. Holocaust topic is an engaging topic for students.

Education and Ability: High School Freshman who are comfortable with technology. Maybe apprehensive with new software but will allow students to work in pairs to increase comfort level.

Learning Preference: Students desire hands on use of technology and like to collaborate with peers. Class time will be given for using technology.

Subject: History and Technology

Grade: 9

Topic: The Holocaust

Content: The Holocaust, World War II, and Technology!

Goals:	The goals of this lesson are to learn about the Holocaust and how technology played a role in the atrocities but how it helped the liberator. Additional goals include learning how to use several types of technology including internet resources, software, and various pieces of hardware. The students will achieve these goals by creating a timeline of the Holocaust and its place on the timeline of the broader World War II; performing mock interviews with Holocaust survivors, guards, and bystanders; and, developing audio podcast interviews.
Standards:	<p><u>Social Studies Standards:</u> History, Grade 9, Benchmark E, 20th Century Conflict: 11. Analyze the consequences of World War II including: a. Atomic weapons; b. Civilian and military losses; c. The Holocaust and its impact; d. Refugees and poverty; e. The United Nations; f. The establishment of the state of Israel.</p> <p><u>Technology Standards:</u> Technology and Society Interaction, Grade 9, Benchmark A, Technology and Citizenship, 4. Understand how different cultures develop their own technologies to satisfy their individual and shared needs, wants and values.</p> <p>Technology for Productivity Applications, Grade 9, Benchmark A, Understanding Operations, 1. Explore state-of-the-art devices to store data that will be used for researching projects.</p>
Objectives:	Given introductory information, research resources, and sample timelines, students will be able work independently and/or within a team to create a timeline that includes important benchmarks of the Holocaust and where it fits within the broader timeline of World War II. Students will be able to gather enough knowledge of the Holocaust to engage in mock interviews, and create podcasts of these interviews.
Materials:	Computers with Internet access, Audacity software, microphones, smartboards, webcams, video cameras

Introduction:	The students will begin by participating in a brief Introduction and overview of the Holocaust and information about the lesson.
Development:	Students will learn how to complete research on the Internet (including validating sources). They will learn to work cooperatively. They will learn about how technology impacts the world in big and small ways. And they will learn how to utilize several types of technology to learn and how to tell a story.
Practice:	Students will work in small groups to do research and they will work together to create the interviews and timeline.
Accommodations:	Accommodations will be made as required by individual student IEPs. In some cases the lessons will be modified if the technologies cannot be made accessible.

Lessons Week #1**Pre-Test—****Holocaust Pre-Test**

Name _____ Date _____

1. Did the Holocaust really happen?
a. Yes b. No
2. Who is responsible for the Holocaust?
a. The German people b. Hitler c. Nazi's d. The world
e. All of the above
3. What is anti-Semitism?
4. How many Jews lost their life during the Holocaust? Approximately:
a. 500,000 b. million c. 2.5 million d. 6 million
5. How many main concentration camps existed?
a. 2-5 b. 5-10 c. 10-19 d. 20 or more
6. Where were the camps located?
a. Germany b. all over Europe
7. What groups were targeted for ethnic cleansing?
a. Jews b. Gypsies c. Mental or Physical Disabled d. Homosexuals
e. Jehovah' Witnesses f. Only a g. All of the above plus others
8. What technologies were used in the camps either by the prisoners or guards?
9. Would the outcome have been different if other technologies had existed then?
Please explain.

The pre-test needs to be given prior to content to allow teacher to collect data.

The pre-test is designed to determine **prior knowledge** so that as the lesson is implemented the teacher does not give information that they already know but builds on prior knowledge. This technique also allows the teacher to find any **misconceptions** that students bring to this class content. Sometimes teaching students with misconceptions is much harder to do than teaching students with no prior knowledge.

Reading of the picture book: *Terrible Things* by Eve Bunting

This book is an allegory, which can be used as a **comparative organizer** (an advanced organizer) which will help promote thoughtful consideration and/or debate. It also allows for **elaboration** and perhaps even **visual imagery**.

Reference:

Goodrich, Frances and Albert Hackett. (1999). *An Allegory of the Holocaust*.

Retrieved November 30, 2008 from Web site:

<http://www.sfusd.k12.ca.us/schwww/sch546/annefrankelit/IntoActivities.html/Activ.2.html>

The entire story can be found at the above site and then the following questions from that site could be used to kick off a discussion rather than using it as a worksheet.

TERRIBLE THINGS*

1. Why do you think the author told the story of the Holocaust in this symbolic way?
Who is this story directed to?

2. Why do you think the Terrible Things take away the animal's one group at a time?

3. In an allegory, people, places, and events are used as symbols. What can the clearing in the woods stand for? What about the different animals? The Terrible Things?

4. What kind of excuses do the other animals offer to explain the fate of each group as it is taken away? How do these reactions help the Terrible Things?

5. How are the Terrible Things described? What verbs are used to describe their actions? How do the descriptions affect your feelings about the Terrible Things?

6. During the Holocaust, terrible things were done by real people, people with faces, names and life histories. Why do you think the author shows the Terrible Things as anonymous?

7. What choices do the animals in the clearing have when the Terrible Things come?

8. What would you say to Big Rabbit's statement, "We are the White Rabbits." It couldn't happen to us?

9. When the Terrible Things come for the rabbits, what do the rabbits do? What choice does Little Rabbit make? Why? What does this tell you about Terrible Things?

10. Little Rabbit hopes someone will listen to him. Why might no one listen?

(Use the back of this paper if additional room is needed. All answers must be in complete sentences, correct punctuation, and contain at least 2 or 3 sentences for each question.)

** Taken from "A Study of Anne Frank" Scholastic Professional Books, p. 18.*

GRADE RUBRIC:

10 points for each correct answer. A=90-100, B=80-89, C=70-79, D=60-69, F=0-59.

Standing up for what you
know is right
is not always easy.." Eve Bunting

Lesson Week Two: Introduction, Research, and Mock Interviews

In this lesson students will choose to be: Victim, Perpetrator, Bystander, Resistor, Rescuer, Liberator, Survivor or Children. Research will be gathered from that point of view and incorporated into the timeline and the interview. Using point-of-view format will allow the student to gain attention because it will most often evoke emotions and allow them to see personal significance. Having to put yourself into someone else's shoes may reveal the intrinsic value to students and help with [meaningful learning](#).

Introduction to Content and Timeline: Students will participate in a brief introduction and overview of the Holocaust including an abbreviated timeline, some real interviews, pictures, and videos (see Introduction Addendum). The introduction will provide students with an [expository organizer \(advance organizer\)](#) in the form of an overview and outline of the information, as well as the timeline information. The introduction will also serve as an opportunity to begin to form [expectations](#) about the topic.

After the introduction and overview, students will be provided multiple resources to engage in “guided research.” The guided research will be done by each student independently based upon the point of view they have been assigned and then there will be group activities to develop interview questions to be used for the next lesson.

Students will also be asked to use Xtimeline (www.xtimeline.com) to create a timeline of the Holocaust and the broader World War II. On the timeline, students will be asked to place technologies that they felt had an impact on the Holocaust either in terms of or from the perspective of Hitler, the Nazi's, victims, bystanders, liberators, and etcetera. As part of their timeline, students will be asked to provide a one-page discussion of how modern technologies would have impacted the Holocaust and whether they believe that modern technology would have changed the outcome of the Holocaust. This part of the lesson allows students time for [spaced practice and repetition](#) as well as participating in [meaningful learning](#) as they try to relate modern technology to a historical event. It also allows students to participate in [elaboration](#) as they try to synthesize the information into a meaningful timeline and answer higher-level questions about how technology played a part at the time, and would have impacted the events if modern technologies would have been available.

Providing the pre-test, the introduction, and then the research also provides students with [spaced repetition and practice](#) so that the information is better organized and easier to retain. Having multiple ways to interact with the information allows for deeper [levels of processing](#) and leads to [meaningful learning](#) and [elaboration](#).

Introduction to Research Goals and Methods: This lesson will build on prior research skills. Students will take notes from internet sources that will help them create a timeline and an interview. There will be **higher level thinking skills** going on since their notes will only need to be from their “person’s” point of view, which also makes this information more meaningful.

Students may use sites that have been collected and linked to a teacher site. Some sites are listed below. The student may choose to search the internet for additional sites in which case the teacher needs to review with students—the need to evaluate credibility and validity of internet sources. Sources should be documented in MLA format—quick review on how to document online sources.

Allow students to start project in school to guide their initial research as necessary.

Introduction To Interviewing

Students will be given a brief introduction to interviewing skills and the technologies that will be used during the interviews. Students will be provided information and practice in developing the different types of questions including open-ended, closed, and critical thinking questions. These exercises will provide students with expository and comparative organizers (**advance organizers**) by giving them opportunities to see different examples of each, and to practice developing a few sample questions in each category, which also provides opportunities for **practice** and **repetition**.

Interviewing is a vital skill for anyone trying to get more information. It is one of the most important ways to gather information and create content for a story. Good interview techniques require practice so don’t expect to master it immediately.

There are more ways to gather information than from your text or your teacher. Experts, grandparents, historians, scientists, authors, and many others all have interesting and important stories to tell. To get the most out of interviewing these people, you need to consider a few things that will help you get the most out of your interview.

Techniques used

1. Preparing for the Interview
2. Conducting the Interview
3. Ask an Expert advice
4. Interview Questions
5. Open-Ended Questions
6. Leading Questions

Preparing for the Interview

1. Make an appointment with the person (it is rude to just show up and expect the person to give you their time).
2. Learn a little about the person before meeting him/her.
3. Know what you want to get out of the interview ahead of time.
4. Write your questions down before the interview, but be prepared to take a different path of questioning if necessary.

Conducting the Interview

1. Be on time, and be prepared with paper and pen/pencil.
2. Be friendly and courteous - remember they are giving you their valuable time!
3. Ask your questions clearly.
4. Don't interrupt!
5. Ask specific, thought-provoking questions. Avoid yes/no questions.
6. Try to stay focused, but if something interesting comes up go with it.
7. Take good notes. Ask the interviewee to repeat what they said if necessary, but only do this when it is something important.
8. Don't volunteer information unless it is to get the interview going, to get it back on track, or to give background information relevant to your goals.
9. Obtain all the information needed before ending the interview. If necessary, review your notes with the person.
10. Thank the interviewee for his/her time.

Ask an Expert advice

Many experts are offering their time to students. If you have this opportunity either in a chat room or e-mail, you should follow the above advice, with the exception of getting straight to the point. Don't waste time "getting to know" the expert. Ask your questions and move on.

Interview Questions

Most interviews seek to achieve one or more of the following goals:

1. Obtain the interviewee's knowledge about the topic
2. Obtain the interviewee's opinion and/or feelings about the topic
3. Feature the interviewee as the subject

It's important that you know exactly why you are conducting an interview and which goal(s) you are aiming for. Stay focused on questions and techniques which will achieve them.

Do your homework. You will be expected to have a basic knowledge of your subject. Do not roll up to an interview with a band and ask them how many albums they have released — you should know this already. If you show your ignorance, you lose credibility and risk being ridiculed. At the very least, the subject is less likely to open up to you.

Have a list of questions. It seems obvious but some people don't think of it. While you should be prepared to improvise and adapt, it makes sense to have a firm list of questions which need to be asked.

Of course many interviewees will ask for a list of questions before hand, or you might decide to provide one to help them prepare. Whether or not this is a good idea depends on the situation. For example, if you will be asking technical questions which might need a researched answer, then it helps to give the subject some warning. On the other hand, if you are looking for spontaneous answers then it's best to wait until the interview.

Try to avoid being pinned down to a preset list of questions as this could inhibit the interview. However, if you do agree to such a list before the interview, stick to it.

Ask the subject if there are any particular questions they would like you to ask.

Back-cut questions may be shot at the end of a video interview. Make sure you ask the back-cut questions with the same wording as the interview — even varying the wording slightly can sometimes make the edit unworkable. You might want to make notes of any unscripted questions as the interview progresses, so you remember to include them in the back-cuts.

Listen. A common mistake is to be thinking about the next question while the subject is answering the previous one, to the point that the interviewer misses some important information. This can lead to all sorts of embarrassing outcomes.

Open-Ended Questions

The ability to ask *open-ended questions* is very important in many vocations, including education, counseling, mediation, sales, investigative work and journalism.

An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a *closed-ended question*, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions (see next page).

Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about..." Often they are not technically a question, but a statement which implicitly asks for a response.

Examples

Closed-Ended Question	Open-Ended Question
Do you get on well with your boss?	Tell me about your relationship with your boss.
Who will you vote for this election?	What do you think about the two candidates in this election?
What color shirt are you wearing?	That's an interesting colored shirt you're wearing.

How do you feel?

Perhaps the most famous (or infamous) open-ended question is "How does this make you feel?" or some variation thereof. This has become a cliché in both journalism and therapy. The reason it is so widely used is that it's so effective.

In journalism, stories are all about people and how they are affected by events. Audiences want to experience the emotion. Even though modern audiences tend to cringe at this question, it's so useful that it continues to be a standard tool.

In psychology, feelings and emotions are central to human behavior. Therapists are naturally keen to ask questions about feelings.

Leading Questions

A *leading question* is a question which subtly prompts the respondent to answer in a particular way. Leading questions are generally undesirable as they result in false or slanted information. For example:

<i>Do you get on well with your boss?</i>	This question prompts the person to question their employment relationship. In a very subtle way it raises the prospect that maybe they don't get on with their boss.
<i>Tell me about your relationship with your boss.</i>	This question does not seek any judgment and there is less implication that there might be something wrong with the relationship.

The difference in the above example is minor but in some situations it can be more important. For example, in a court case:

<i>How fast was the red car going when it smashed into the blue car?</i>	This question implies that the red car was at fault, and the word "smashed" implies a high speed.
<i>How fast was each car going when the accident happened?</i>	This question does not assign any blame or pre-judgment.

More Interview Tips

These are very general tips which apply differently to different situations. Use your judgment to decide when and how to use them.

Dress appropriately, or at least dress with a purpose. Your appearance will influence the way interviewees respond to you.

Try to be unique, so it's not just another interview rehashing the same questions the subject has answered many times before. Don't push this too far though — if you try to be cute or disarming it may backfire.

Be honest. Sometimes it's tempting to lie or omit important information when securing an interview. This isn't just unethical; it will damage your career in the long run.

Don't have an attitude if you want a quality interview. A confrontational approach is less likely to get good information.

Stay neutral. Try not to ooze bias. Don't appear to be persuaded by the subject's opinions. Don't judge or directly criticize the subject.

Don't interrupt. This can upset the subject's train of thought.

Minimize your own vocals (in video and audio interviews). Ask questions clearly and succinctly, and then let the person speak without any more words from you. Learn to react silently as the subject talks — rather than saying things like "uh-huh, right, I see", use nods and facial expressions.

Don't over-direct. Try not to give the subject too many instructions or be too specific about what you want them to say. In most cases it's better to let them speak freely.

Show empathy. Often you will need to cover sensitive or distressing topics. Show some compassion for the subject without getting too emotional. Ask for permission before asking difficult questions, e.g. "Is it okay to talk about...?"

It's not about you. Don't talk about yourself or add your own opinion. Your questions can be long enough to add information or interest about the topic, but the interviewee is who the audience wants to hear from.

Take an interest in psychology. Interviewing is very closely associated with psychology. The better you understand how people think, the better you will be able to extract their thoughts from an interview.

When you finish the interview put your notebook or recorder away and have an informal chat. As well as being polite and leaving a good impression, you might be surprised at what additional information flows when the subject thinks it's all over and is more relaxed.

If you missed a question from the interview, you might be able to call the subject back later and get the answer. You get one shot at this — call them back twice and you'll probably be out of luck. Obviously the call-back will be more difficult for video interviews, but you might still be able to voiceover the answer yourself during the story.

Basic Audio Podcasting

For the last part of this lesson, students will create audio podcast interviews in their groups. This portion of the lesson will actively involve the students in the learning process of practicing interviewing skills and techniques, recording, editing and producing a final product. Throughout this process, students will be active participants

and will control their own learning from researching information near the beginning to creating an audio recording about the topic at the end.

Supplemental Video Tutorials to get started:

<http://audacity.sourceforge.net/manual-1.2/tutorials.html>

<http://www.youtube.com/watch?v=IC3VZkfdgV8>

1. Hardware Computer: Desktop or Laptop

You can use any computer to record and publish your podcast. You can choose either a PC or Mac depending on preference or availability. The basic process for either (PC or Mac) remains the same; the software programs used might differ in some cases.

Recording Device

You don't need an iPod to create podcast or listen to a podcast.

To record your audio using your computer, you can just plug your headset (with microphone) in and get started. It's a good idea to buy a headset with noise-canceling to filter out unwanted background noise to improve the quality of your recording. Also you can use digital voice recorders for mobile recording. There are many brands available at different price levels. You can use microphones to record audio as well.

2. Software:

Audacity

Audacity is free, open source software to use to create your audio and export your recording to an MP3 audio file for use in the podcast. Be sure to download and extract the LAME MP3 encoder. It is required for exporting audio to MP3 using Audacity.

Free Download Audacity (for PC and MAC): <http://audacity.sourceforge.net/>

Free Download LAME mp3 encoder:

<http://audacity.sourceforge.net/help/faq?s=install&item=lame-mp3>

iTunes

iTunes is a digital media player application, introduced by Apple for playing and organizing digital music and video files. Users can subscribe to and manage podcasts using iTunes. Free download (for Mac and Windows):

<https://www.apple.com/itunes/download/>

How to Begin Recording

1. Connect the Audio Source

To record audio from an external source you have to connect your audio recording device.

If you are using a microphone, plug the microphone in to your computer. Depending on the microphone and how close you sit next to your audio speakers, you might want to route your audio output to your headphones instead.

If you are using a digital voice recorder to record audio: Record your audio and then plug the recorder in to your computer. Open the audio file in the recorder using Audacity. Note: Some voice recorders may not create files directly in to an mp3 format. Before using (or buying) a voice recorder, you may want to check what format(s) it creates files in. Accordingly you might have to use a converter to convert the audio file in to mp3. For Podcasting you will need an mp3 file.

You can also use pre-recorded audio files or podsafes music files available on internet to.

2. Set the Input Level

Windows Volume Control

When you are ready to record, plug your microphone into your soundcard's mike input. Make sure you have the correct settings to record your voice.

Open up volume controls Windows's Volume Control by clicking on the Volume tray icon or through Start > Control panel > Sound and audio devices > Audio tab > Click one of the volume buttons.

- Click Option >Properties and then select Recording
- Make sure Microphone is selected as the source and click Ok
- Adjust its volume to as high as you would like

Set up Audacity

Make sure you have downloaded and installed Audacity. Once installed you should be able to see the Audacity icon on your desktop. Double click on the Audacity icon to open it.

2. Setting Preferences in Audacity

- Start Audacity and with a New Project open (gray desktop)
- Click Edit tab and locate the Preferences menu
- Under the Audio I/O tab
- Under Device select your soundcard from the drop down menu (by default Microsoft is selected)
- Under Channels select Recording Channels to be '1 (Mono)'
- Uncheck "Play other tracks while recording"

3. Record- Edit- Save using Audacity

Make sure you have downloaded and installed Audacity and LAME encoder. Open Audacity – Click on icon on desktop

I. Record Audio

- Open Audacity and set up your computer for recording. Plug a microphone into the microphone jack of your computer (Usually right next to the headphone jack. It may be on the front as shown or on the back.)
- Click the Record button to start recording your audio
- Check the Meter Toolbar while recording - The Meter Toolbar is a visual way of checking that audio is going in to or out of Audacity when you record or play. The Meter Toolbar is located alongside the Play controls. A red volume level bar should be visible when you speak in to the microphone.
- Once you are finished recording your audio, click the Stop button to stop recording.
- You may hit Pause button anytime to pause recording.
- You can click Play button to listen to the audio

Step II: Edit your Audio track

To make your recording as smooth and free of noise and disturbance it's a good idea to spend some time editing it to get good quality audio and listening experience for users. Try to work in a quiet environment to get best results.

- To cut-copy or delete unwanted sections from the track, make sure Selection tool is highlighted in the toolbar.
- On the track, press and hold the left mouse button while you drag the mouse to highlight the section of the audio you want to cut, copy and then press : Ctrl + C to Copy Ctrl + X to Cut Ctrl + V to Paste or Delete to delete (To undo this operation, select Undo in the Edit menu or press Ctrl + Z)

Time Shift Tool

This tool allows you to change the relative positioning of tracks relative to one another in time. To use this tool, click on the Time Shift Tool. Now simply click in a track and drag it to the left or right.

Envelope Tool

The envelope tool gives you detailed control over how tracks fade in and out, right in the main track window.

- When the envelope tool is selected, the amplitude envelope of each track is highlighted, with control points at the beginning and end of each track.
- To change a control point, click it and drag it to a new position.
- To add a new point, click anywhere in the track where there is not already a control point.
- To remove a point, click on it and drag it outside of the track until it disappears, then release.

Silence Tool

Erases the audio data currently selected, replacing it with silence instead of removing it completely.

- Make sure the Selection tool is highlighted and select the part of the track that you want to add silence to.
- Click the Silence tool.

Step III: Save your audio (Export file as mp3)

- From the File menu, choose Export to MP3 from the File menu.
- Note : Make sure you have Lame encoder (required with Audacity to export audio files in mp3 format)
- Enter audio details (ID3 tags). Click Ok.
- Note: ID3 tag is a metadata container used for mp3 files. It allows information such as the title, artist, album, track number, or other information about the file to be stored in the file itself.
- The audio will be saved on your computer in mp3 format

You have now successfully created an audio podcast.

Guided Research Links

<http://www.brainpop.com/search/index.weml?keyword=holocaust>

<http://www.xtimeline.com/search.aspx?q=holocaust>

<http://www.holocaust-history.org/short-essays/>

<http://www.ushmm.org/education/forstudents/>

<http://college.usc.edu/vhi/about/survivingauschwitz/index.php>

http://www1.yadvashem.org/education/index_education.html

www.holocaustchronicle.org

http://www.bv229.k12.ks.us/HMS_LMC/Webquest%20for%20Holocaust/Teacher%20WebQuest%20Page.htm

<http://www.lamothe.org/educational.html>

http://news.cnet.com/1606-2_3-50004133.html

<http://history1900s.about.com/cs/survivors/>

www.holocaustsurvivors.org

<http://holocaust.umd.umich.edu/>

<http://www.pbs.org/wgbh/amex/holocaust/timeline/index.html>

<http://remember.org>

Video clips:

http://www.encyclomedia.com/video-discovery_of_the_holocaust.html

<http://college.usc.edu/vhi/about/onehumanspirit/?gclid=CJKIm-GD-pYCFQazsgodJhITYg>

C-net video:

http://news.cnet.com/1606-2_3-50004133.html

Lesson analysis:

- prior knowledge – Data regarding the prior knowledge that the students have in relation to the Holocaust will be obtained through the pre-test given at the beginning of this unit.

Prior knowledge of the subject matter allows for students to link new concepts to their existing knowledge; this provides the opportunity for meaningful learning. Prior knowledge also enables individuals to encode information into their long-term memory.
- misconceptions – Students’ misconceptions related to the Holocaust should be identified through the pre-test, allowing for the teacher to address the misconceptions before proceeding with the unit.

Misconceptions are inaccurate beliefs or knowledge. If the students’ misconceptions are not identified and a conceptual change does not occur before the lessons begin, then they may disregard accurate information that does not coincide with their current misconceptions and will not learn the subject matter effectively.
- advance organizer – Advance organizers are used in several places throughout this unit. The book *Terrible Things* provides an advance organizer of the information about the Holocaust. The teacher-directed introduction to the content and timeline in week two of this unit also provides the students with an advance organizer. The exercises that the students will complete during the introduction to interviewing skills will provide students with expository and comparative organizers (advance organizers) by giving them opportunities to see different examples of interviewing techniques, and to practice developing a few sample questions in each category.

Advance organizers can provide the opportunity for students to learn more effectively by giving them a rough outline of the information that will be given to them during the unit; allowing for both internal and external organization.
- elaboration – Elaboration is allowed for both during the reading of *Terrible Things* and during the creation of the timeline. Both activities provide the opportunity for the students to think about the material presented to them and interpret it in their own way.

Elaboration is the process of receiving information and interpreting more about the subject than was actually presented. Elaboration is an effective way to connect and organize new information.
- visual imagery – The students will have the opportunity to create their own visual imagery related to the content during the read aloud of the book *Terrible Things*.

Visual imagery involves the mental pictures that people have stored in their memory. According to our text, “research consistently indicates that forming visual images can be a powerful means of storing information in long-term memory”(p.207).

- meaningful learning – There is an opportunity for meaningful learning several times throughout this unit. The mock interview process requires the students to put themselves into the shoes of an individual that lived during the Holocaust, which could promote the student to link similarities between the person that they are portraying and themselves, allowing for meaningful learning. Using modern technology (existing knowledge) and relating it to the events that occurred during the Holocaust to create a timeline can also provide the opportunity for meaningful learning.

Meaningful learning occurs when we link new information with existing knowledge to store it in our long-term memory. Linking the new information to existing knowledge allows for quicker storage and easier retrieval of the information at a later time.

- expectations – The students will be able to form expectations about the information that they will be learning during this unit during the teacher led introduction at the beginning of the unit.

When expectations about the topic to be learned are formed, they activate the coinciding portions of the long-term memory and allow for easier and/or quicker storage of new information.

- spaced practice and repetition - Providing the pre-test, the introduction, and then the research also provides students with spaced repetition and practice so that the information is better organized and easier to retain.

According to our text, “reviewing and practicing information and procedures at periodic intervals over the course of a few weeks, months, or years clearly enhances retention and performance” (p.219).

- levels of processing – The students will have multiple ways to interact with the information, which allows for deeper levels of processing. The students will have the opportunity during the unit to think about the subject matter on all five of the levels in the levels-of-processing model.

According to the levels-of-processing model, it is only when we interpret, understand, and relate new information to previous learning that we place it in our long-term memory. When an individual is required to think about a topic at higher levels such as answering “what” and “why” questions rather than memorization, the information is linked to prior knowledge, is more meaningful, it is stored in the memory more quickly and is easier to retrieve.

- higher-level thinking skills - There will be higher level thinking skills going on during the mock interviewing process since the students’ notes will need to be from their “person’s” point of view, which also makes this information more meaningful.

Higher-level thinking skills require the individual to analyze, synthesize, or evaluate material rather than memorization. They are required to do something with knowledge, not just be able to repeat it. When an individual is required to think about a topic at higher levels such as answering “what” and “why” questions rather

than memorization, the information is linked to prior knowledge, is more meaningful, it is stored in the memory more quickly and is easier to retrieve.

- schemas and scripts – Students will undoubtedly relate the information presented during this unit to their own schemas and scripts that are already in place from seeing pictures, videos, etc. related to the Holocaust previously.

Schemas and scripts relate to specific objects and events. Our text states, “Other research provides further support for the idea that schemas and scripts influence how learners process, store, and remember new information” (p.263).

- enactment – The students will be learning interviewing skills during this unit and will then be able to use these interviewing skills during their mock interview which provides the opportunity for enactment. The physical act of performing the mock interview and using the interviewing skills that were learned during the unit will promote the interviewing skills to long-term memory better than learning the skills and not having the chance to enact them.

Enactment is the act of doing something that is being learned. Behaviorists promote active responding in the learning process and social cognitive theory notes the importance of motor reproduction during modeling. Our text states “A wide variety of physical actions seem to promote long-term memory storage”(p.218).