HOLOCAUST CENTRE OF NEW ZEALAND
Te Pūtahi Urupatu o Aotearoa
WITNESS REMEMBER EDUCATE ACT

History 2.1

Achievement Standard 91229 (v3): Carry out an inquiry of an historical event or place that is of significance to New Zealanders (4 credits)

Achievement	**Achievement with Merit**	**Achievement with Excellence**
Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	Carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.	Comprehensively carry out an inquiry of an historical event or place that is of significance to New Zealanders.

Introduction

Carrying out research is an important process in history. Historians are like detectives – material such as letters, cartoons, diaries, and newspaper accounts can reveal secrets about the past and lead historians to think differently about history. Learning how historians and other secondary sources interpret people and events reveals much about not only the past but the contemporary time as well.

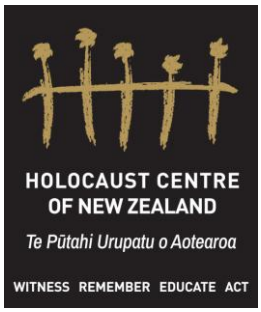
This assessment activity requires you to carry out an inquiry on **an aspect of Nazi Germany or the Holocaust**, both of which are events that are of significance to New Zealanders. This is an individual assessment activity and will take place using in-class and out-of-class time. You have (four weeks) to complete this activity.

You will be assessed on the quality of your inquiry (including your ability to follow an inquiry process and to annotate the evidence you select) and your evaluation of your own inquiry process.

Task

Part 1: Prepare to carry out your inquiry

- Identify your inquiry topic and write a sentence or two explaining why it is worth examining.
- Carry out preliminary reading about your chosen topic in order to help you to identify potential sources of relevant evidence and to develop feasible focusing questions. Specifically identify at least **six** potentially useful sources from which



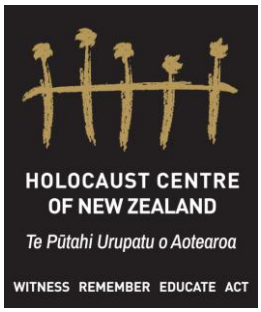
you could gather evidence about the historical context and state what kind of evidence you expect to find in each source.

- Develop at least **one open focusing question** that provides a pathway for your inquiry into the context. Discuss your focusing question(s) with your teacher. Here are some examples of open focusing questions to get you thinking:
    - *What were the causes and consequences of the Holocaust?*
    - *To what extent were leading Nazis brought to justice?*
    - *To what extent was the Holocaust functionalist or intentionalist?*
    - *To what extent was the German population believers in the Nazi regime?*
    - *To what extent was appeasement the right policy to deal with Hitler as he defied international agreements?*
    - *To what extent did the Depression play a role in the Nazis coming to power?*
    - *How did different countries respond to Jewish refugees before and during the war?*
    - *How did WWII enable the Holocaust?*
    - *How did the NZ government respond to Jewish refugees and Holocaust survivors?*
    - *How did the Allies respond to the atrocities of Nazi Germany?*
    - *In what ways did the 'Righteous of the Nations' save Jews?*
    - *In what ways did Jews resist the Nazis?*
    - *In what ways did the Nazis dismantle democracy?*
    - *In what ways was the Holocaust significant to New Zealanders at the time and since?*

- Discuss with your teacher the steps that you have taken up to this point. Discuss the different directions and points of view (of those concerned and of historians) that are likely to emerge from your research.

Part 2: Carry out your inquiry (organising and annotating evidence within sources)

- Select sufficient evidence about your historical event to provide balanced coverage of the inquiry and enable the focusing question(s) to be answered comprehensively.
- Organised your sources and evidence into your digital Notebook, according to your Focus Question(s). Each focus question will have its own page of evidence.



This evidence can be copied and pasted from your source, typed out, photographed or a screenshot. Your teacher will provide an exemplar of how to do this.

- Indicate specifically which evidence is relevant, for example by highlighting or underlining text.
- Write perceptive annotations:
    - Describe the links between the evidence and the focussing question(s)
    - Identify the particular usefulness of a piece of evidence and/or the need for caution in using the evidence
    - Identify different perspectives
    - Cross-reference or corroborate the evidence with other sources to support your analysis
    - Weigh the evidence the sources contain

Note: You may wish to refer back to these annotations as you later complete your evaluation. These annotations will be completed next to or below the evidence on your digital page, as shown by your teacher.

- Accurately record the full details of all your sources in APA format so that an independent check can be made. Record these details at the beginning of each piece of evidence.

Part 3: Evaluate your inquiry

Write a perceptive evaluation of your research process. Your evaluation could:

- evaluate strengths and weaknesses and/or successes and difficulties in the inquiry process
- identify and explain issues that affect the usefulness and reliability of the evidence gathered
- identify issues that affected your inquiry process as a whole

Final submission - Hand in your:

- Inquiry proposal and identification of possible sources evidence.
- selected evidence that is sufficient for purpose, has relevant sections of evidence clearly indicating how it addresses the FQ, is organised and annotated, source details recorded.

- Evaluation.

Assessment Conditions & Timeline

You may work on this both in-class and outside of class time to complete this inquiry. You must meet the deadlines stated below:

Week (1) Introduce and discuss 2.1, Notebook organisation, teacher sign-off FQ, Part I
Week (2) Gathering sources, selecting evidence and annotating
End of Week (3) **Three sources** with evidence-selection and annotations complete
Week (4) Complete gathering sources, selecting evidence and annotating
Start of Week (4) Evaluation

Final Due Date: All research for 2.1 to be completed and handed in for marking at end of Week (4)

Out of class work: Spend all homework time (minimum, 20 mins per school night) for the duration of the assessment

Inquiry Template (with annotation and evaluation prompts)

Part I

Focus Question(s)

These must be open-ended. They must be written so that they allow you to show breadth and depth in our research. You should write 1-2 which are specific to your chosen event or place, with guidance. Note: Generally, questions that begin with 'To what extent' or 'How' enable you to engage with evidence in-depth.

Inquiry Proposal

Why might this topic be worthy of study?

Identify Possible Sources

Through your preliminary reading of the resources provided, identify at least **6** specific primary and secondary sources that could provide evidence to answer your focus questions. For each possible source, specifically identify ways in which the source appears that it may be useful.

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Source Title	Type (Primary or Secondary)	Specific ways this source may be useful Perspectives it might have Possible limitations and/or reliability issues

Part II

Possible questions and sentence starters to help you annotate and interpret evidence (Hint! Don't answer all of these questions for each piece of evidence! Choose which are appropriate)

Questions	Sentence Starters
Relevance and Main Idea How does this piece of evidence answer my Focus Question? What does this evidence/source tell me that others don't?	This evidence is useful to me for my FQ because… The main idea from this evidence is… A unique insight I gain from this evidence is…
Sourcing Does this piece of evidence have a perspective? How do you know? Should you be cautious of this source? Why or why not? How useful is this to historians to answer the Focus Question? How reliable is this to historians?	The author probably believes…. I do/don't trust this document because… I'm cautious of this source because… This source has the perspective of… and this is useful to me because…. This evidence was more useful to me than (another piece of evidence because….)
Contextualisation Is there a connection between this evidence and when it was written? How might the circumstances in which the document was created affect its content?	The author might have been influenced by (historical context)…. This piece of evidence can be compared with (another piece of evidence) because ….

<u>Corroboration</u> Does a piece of evidence corroborate with another piece(s) of evidence? Does this evidence contradict another piece of evidence?	This document might not give me the whole picture because… These documents agree/disagree about… Another document to consider might be…
<u>Close Reading</u> Why does the author choose to use a particular word/phrase/image/symbol? What questions do I have of this evidence? How does the document's language indicate the author's perspective?	The author claims… I think the author chose these words in order to… The author is trying to convince me…

Part III

Evaluate the effectiveness of your research process.

Some Prompting Questions to help:

- Did you have any pre-conceived ideas or bias about your event before this research? Has that been challenged at all?
- Have your sources answered your Focus Questions well? Why or why not?
- What is one source that has been more valuable and useful to you? Why? Why haven't the others been as good? Give specific examples of ones that were useful and ones that weren't.
- To what extent has your research process been effective? What were indicators of effectiveness?
- Is there a particular source that historians could really rely on? Why? Is there a particular source that historians can't rely on? Why not?
- Was there a difference in how easy primary sources were to find compared to secondary sources?
- What were the successes and difficulties you encountered in conducting your research? Analyse these: why were they successes and difficulties? How likely are they to impact on the validity of your findings?
- How did your line of inquiry change as you accumulated evidence?
- What are issues you would have to consider for future inquiries?
- What are alternative/additional research steps or lines of inquiry or methods you would consider and what would be the implications of them on your findings?