

Lesson Procedures

Step 1: Setting the Stage

Lesson Hook: Ask students to brainstorm a time when they believe that someone had something done to them that was wrong. What was done to make up for that wrongdoing and do you believe that was enough? Why or why not? Discuss answers.

Ask: What is it called when someone is held accountable for their actions against another person or group of people? Discuss answers. Teacher directs students to the term, *Justice*. Either have students copy the definition of *justice* into their journals, or have the definition projected on the board.

Step 2: Making Real-World Connections

Distribute: Give students the student survey to think about their beliefs towards justice as it pertains to different situations. (See Appendix A) Using a four-corners approach, ask students to share their responses and discuss.

Divide students into four groups. Distribute “A Scene from Middle School” to each group. As a class, read the scenario. Ask each group to answer the questions:

- a. Who, in this scenario, is responsible/guilty for Sue’s situation?
- b. What is a just punishment for the responsible parties?

Discuss answers.

Introduction to Essential Question: *Was Justice Served as a Result of the Nuremberg War Crimes Trials?*

Step 3: Framing the inquiry

1. Students should restate the inquiry question in their own words, establishing exactly what it is asking. Students might work with a neighbor to predict what possible perspectives might be available on the question.
2. In addition to the framing question, students should generate a list of questions that they need to know in order to proceed. These questions should include background knowledge they anticipate needing or related questions that they find interesting. Students will use these questions to help guide how they examine the sources and what additional resources they might request.

Examples of questions for this lesson might include:

3. Together as a class, brainstorm the kind of sources that might be important to examine to answer the question. This lesson includes several types of sources but that doesn't need to limit instruction to just those sources.
4. Use the background essay (and other sources if desired) to give students context for the inquiry. Consider the following strategies to make this effective:
 - a. The students or teacher might read the essay aloud, establishing the main point of the reading.
 - b. Revisit the question. How does this information change or expand our understanding of what the question is asking? How does it affect our initial understanding?
 - c. Student should re-read the essay individually, looking for information that might provide answers or clues to their original questions. Students might be asked to record their questions and answers in a class notebook.
 - d. Other activities might involve:
 - i. Opening up the document- research topics that are new or confusing.
 - ii. Using context to infer meaning of new words/phrases
 - iii. Compare the essay to other sources (textbook, articles) on the same topic.
 - e. Create a graphic organizer that might help organize evidence collected from the sources.

Step 4: Analyze the Sources

- a. Each group will analyze Sources 1 & 2 within their groups. Students should view sources like a detective looks at a crime scene. Each source should add information towards the questions established in step 3. To support student success consider the following steps:
 - i. Students look over the source to get a general idea of the content.
 - ii. Determine whether or not predictions were accurate.
 - iii. Ask questions, researching or working with other students to clarify confusion.
 - iv. Examine the format of the source. If necessary, model the kinds of questions to ask or details to pay attention to that are specific to that format.
 - v. Categorize the source based on its perspective. Which possible answer does this source support?

Step 5: Case Studies

- a. Each group will receive one of four case studies (Sources 3-6) that provide background on a person/group of people involved in the Holocaust (either directly or indirectly). Each case study should add information towards the evidence graphic organizer.
- b. Each group will present their case study and weighed evidence to the class. At this time, other groups may ask questions, make comments, and add to their own graphic organizers.

Step 6: Analyzing Sources

- a. Within the groups, students will analyze sources 7 & 8. To support student success and add information to their evidence, consider the following steps:
 - i. Students look over the source to get a general idea of the content.
 - ii. Ask questions, researching or working with other students to clarify confusion.
 - iii. Examine the format of the source. If necessary, model the kinds of questions to ask or details to pay attention to that are specific to that format.
 - iv. Categorize the source based on its perspective. Which possible answer does this source support?

Step 7: Reviewing the Evidence & Communicating a Conclusion

Note- By reviewing sources, students should have gathered many ideas that are relevant to the question. This step allows learners to look at this evidence and decide what it actually reveals. What is the best interpretation based on the evidence?

1. Go back to Step 1 and review the possible interpretations of the answer predicted by the class. How many of those panned out? What additional interpretations were exposed through the rest of the learning?
2. In groups, students should use evidence collected to identify multiple or competing interpretations to the question. Use the “Weighing the Evidence” graphic organizer to help students organize their thinking.
3. Use the DocsTeach activity or facilitate a class discussion about the evidence. The purpose of these activities is to guide students to begin forming a claim in their minds; a position on the question that is supported by the preponderance of evidence.
4. Students will use the [RAFT format](#) to write a letter to Supreme Court Justice Jackson assuming the role of a judge in the present day answering the question: *Was justice served at the Nuremberg Trials?*

The RAFT format will consist of the following components:

- **Role:** Judge
- **Audience:** Judge Jackson
- **Format:** Letter
- **Topic:** Topic related to an essential question

Directions for RAFT activity

- Students will take on the role of a judge in the present day.
- As a judge, the students will look at pieces of evidence from multiple viewpoints and sources to answer the essential question.

- After analyzing the evidence, the students will be able to answer the essential question which they will then answer in their letter to Judge Jackson.
 - By assigning students the role of a judge, they are required to look at all pieces of evidence objectively. While many students may still arrive at the answer that “No, justice was not served.” they will at least be looking at ALL pieces of evidence as opposed to a smaller amount. Ultimately, students are still arriving at their own conclusion.
5. There are other options to help students come to an answer on a topic:
 - a. Position students on opposite sides or corners of a room based on different interpretations to the question. Each group picks a spokesperson who speaks for the group. In a structured conversation, the spokesperson represents the perspective of the group using evidence from the sources to defend the answer. The group can switch or rotate through spokespersons at any time. Also, students may change groups at any time.
 - b. Facilitate a more open socratic seminar using framing questions to allow students to share their thinking on the topic. Consider using [thinking stems](#) to provide students with language to help focus their comments and questions.
 6. At the end of this step students should have the information they need to write a thesis or a claim. There are many resources available to help students construct this statement so use the strategy you like best or consider [this strategy](#). Even if the ultimate product of learning may not be a writing activity, the thesis should still be written to guide what students say or produce related to the question.

	0	1- Below Basic	2- Basic	3- Proficient	4- Advanced
P= Your main idea	Is not able to demonstrate any part of this task.	Can create a claim only with guidance from the instructor.	Creates an appropriate claim on a topic but is not able to introduce or give further explanation to the idea.	Clearly introduces and stakes out a position on the topic.	Clearly introduces the range of possible answers on a topic while staking out a clear position that can be supported with evidence.
E= Evidence you have to support your main idea.	Is not able to demonstrate any part of this task.	Includes generalizations or other ideas not aligned to the prompt	Generally alludes to evidence but does not cite it, or draws from only one account;	Refers to relevant and accurate evidence from more than one source and links it directly to specific accounts, mentioning the accounts by name.	Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source information to establish its relevance.
E= Evaluation and Explanation of your evidence	Is not able to demonstrate any part of this task.	Distinguishes or sorts between evidence that is/ is not relevant to answering a question or explaining a point of view.	With minor errors explains how evidence is relevant to the question or point of view of the paragraph.	Accurately explains the significance of the evidence used to answer the question.	Accurately explains the significance of evidence used and evaluates the reliability or utility of the available sources.
L= Link to context/content	Is not able to demonstrate any part of this task.	Provides a conclusion that is confused or is not relevant to the evidence.	Provides a general conclusion sentence that summarizes the main point of with no specific link to the point.	Links the back to the original point by summarizing how the evidence supports the main idea.	Links back to the original point by both placing the evidence within historical context and by summarizing how the evidence supports the main idea.

APPENDIX A

STUDENT SURVEY

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Leaders of sovereign nations may be tried by other nations.					
If a person encourages, forces, or helps a group perform an action they are also responsible for that action.					
If a person explains and justifies questionable actions, he is responsible for that action.					
If a person gives false information, and people act on that false information then that person is also guilty.					
A person who represents a "criminal nation" is also a criminal.					
Sometimes a person must do what their country tells them even if they believe it is wrong.					
A person should be held accountable for carrying out orders of his superiors even if to have refused would have meant his death.					
Someone who remains a silent bystander to criminal actions is as guilty as the criminal.					

APPENDIX B

Source Information:

“A Scene from Middle School” (Adapted from the Ostracism Case Study) from

<https://www.facinghistory.org>

In December of 7th grade in a public school, Sue and Rhonda considered each other best friends. They belonged to a popular group of girls, including Jill. One day, Sue wrote Rhonda a note. In this note, she said that Jill was stupid for breaking up with her boyfriend, Travis. Rhonda told Jill what Sue said about her in this note. When Jill found out about Sue’s note, she confronted Sue after school, and they argued in front of a crowd of students. School staff heard the argument and broke it up. After this brief argument between Jill and Sue, Rhonda sided with Jill, and they influenced other girls to do the same. For the rest of 7th grade and almost all of 8th grade, these girls excluded Sue from her former group of friends, teased and put her down, avoided and ignored her, spread rumors about her, wrote hurtful letters, and made prank telephone calls to her home. Other students, including some boys who were not originally involved, joined in. Most students, if they did not participate directly, kept Sue at a distance and did not stand up for her. Sue went from being a very strong student to getting poor grades and not wanting to go to school.