

# CPALMS Resource: Putting a Face to the Numbers

In this lesson, students read a New York Times article about two very different survivors of genocide - one Holocaust survivor and another who survived the genocide in Rwanda - who speak together about their harrowing experiences. Then, small groups of students use first-hand accounts and other primary sources to research different instances of historical genocide. After conducting research, each group creates a chapter in a "History of Genocide" textbook.

Direct link to this page: <http://www.cpalms.org/Resources/PublicPreviewResource32830.aspx>

\* Please note that examples of resources are not intended as complete curriculum.

## BASIC INFORMATION

<b>Title:</b>	Putting a Face to the Numbers
<b>URL with the CPALMS Bar:</b>	<a href="http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=msuUnzYaGxY=D">http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=msuUnzYaGxY=D</a>
<b>URL without the CPALMS Bar:</b>	<a href="http://learning.blogs.nytimes.com/2004/01/16/putting-a-face-to-the-numbers/">http://learning.blogs.nytimes.com/2004/01/16/putting-a-face-to-the-numbers/</a>
<b>Instructional Components:</b>	Lesson Plan (Primary Type), Assessment , Project , Formative Assessment
<b>Keywords:</b>	genocide, holocaust, primary sources, resources, writing, research, collaborative learning.
<b>Intended Audience:</b>	Educators
<b>Suggested Technology:</b>	Computer for Presenter,Computers for Students,Internet Connection
<b>Reading in Content Area:</b>	Yes
<b>Resource Collection:</b>	<a href="#">CPALMS</a>

## PEDAGOGY

<b>Subject:</b>	English Language Arts
<b>Grade(s):</b>	9,10
<b>Nature of Instruction:</b>	Writing to Learn,Cooperative Learning
<b>Instructional Time:</b>	4 Hour(s), 0 Minute(s)

## RELATED STANDARDS (3)

<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"><li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ol>
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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## SOURCE AND ACCESS INFORMATION

<b>Name of Author/Source:</b>	RACHEL KLEIN and JAVAID KHAN
<b>Recommended By:</b>	Kathryn Crigler
<b>Web Address of Author/Source:</b>	<a href="http://www.nytimes.com/">http://www.nytimes.com/</a>
<b>Is this Resource Freely Available?</b>	Yes
<b>Access Privileges:</b>	Public

This resource was recommended to CPALMS using the Resource URL Tool



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