

Holocaust Research and Essay Task

Year 10 History - Nimbin Central School, 2020

Research Due: To be confirmed

Essay Due: We will be writing the essay in class on the double on a Friday - to be confirmed.

Weighting: 25%

Outcomes Assessed:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past.

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

Task:

This task is in two parts:

- a) The first part of the task requires you to research the information you will need to write your essay. You will have a breakdown of what each paragraph will be about, with questions to guide you.

- b) You will write a well-structured essay that synthesises your research and answers the following question:

How could the Holocaust have happened? Discuss.

800 - 1200 words.

Please include a bibliography.

We will revise essay structures in class and I will give you a research sheet to help you gather your information. Please work on Google Docs through Google Classroom where you will upload your research notes and essay.

Marking Criteria - Essay 25%

Criteria	A (13-15)	B (10-12)	C (7-9)	D (4-6)	E (0-3)
Essay follows the correct structure and uses appropriate register, grammar and spelling					
Clearly discusses relevant points using supporting evidence					
Uses sound control of language and skillful editing					

How did this even happen? - Research and Essay Task

Not only Historians, but people all over the world are still asking this question. Your essay asks you to explore the conditions that made The Holocaust possible. Here is a structure that will look at the various elements that led to an environment that allowed Hitler to come to power and commit such atrocities.

Introduction

We will look at how to structure your essay in detail in class, but you will mention each of the points you are making in your paragraphs.

Paragraph 1

What is "anti-Semitism"?

Describe what happened to the Jews in Europe from 70CE to the 1800s. What form has anti-Semitism taken in the lead up to WII in Europe and Germany specifically. Look at the Treaty of Versailles and the Global depression and how it affected the German people.

Paragraph 2

What was the source of Hitler's power?

How did he become the leader of the Nazi Party? Speak about his aggressive actions in taking power.

Why did so many people want to hear him speak?

What did he speak about?

Find a quote from someone there at the time who heard him speak.

Paragraph 3

How did the Nazi party manipulate and use propaganda? How do photographs and pictures show Hitler's power?

Discuss in detail here the two pieces of propaganda you did in the first task.

Paragraph 4

Who were Hitler's inner circle? How influential and important was their support? Reference an expert or two - use quotes.

Mention a few of his supporters as an example and briefly describe their role in The Holocaust.

Consider the culpability for the Holocaust. Was it solely Hitler?

Paragraph 5

Were there things that could have been done globally? Has new evidence or information come to light in more recent times that suggests it could have been handled differently? Killing Jewish people became the 'Final Solution'. What other solutions were tried first?

Conclusion

This will answer the question generally and sum up the points you made.

We will do this in class.

**- Helpful Information for Students -
Essay Writing:
Essay Format and examples**

General Rules for Writing an Essay

1. Essays should consist of a minimum of 5 to 7 paragraphs:
 - 1 introduction with thesis statement
 - 3 to 5 text paragraphs
 - 1 conclusion / summary
2. Paragraphs must be well-developed with strong topic and supporting sentences. Make sure to use complete sentences, good grammar, and correct spelling.

Steps for Writing an Effective Essay

I. Question Analysis

- Be sure you understand exactly what the question is asking. Without a clear understanding of the questions you cannot write an adequate answer.
- Be sure you understand key terms within the topic such as assess, explain, compare describe, etc.
- Make sure you identify any subdivisions within the main topic question and address each of them in your essay.

II. Developing the Thesis

- The thesis statement is the position you will take on the subject of the essay.
- Your thesis should be stated in the introduction to your essay. Therefore, after reading your introduction, the reader should know both the subject of the essay and your position on the question.

III. Writing the Introduction

- Introduce the general subject of the essay and paraphrase the topic question.
- Express your thesis as an affirmative statement (take a positive position).
- Indicate the major points that will be discussed in text of your essay.

IV. Writing the Text of the Essay

- Each paragraph must have a strong topic sentence clearly identifying the point under consideration.
- Text paragraphs must use factual information to support your thesis.
- All information should be organized in logical sequence.
- Each subdivision of the topic should be considered in a separate paragraph.

V. Writing the Conclusion

- The conclusion or summary should bring the reader back to your thesis and the topic

question, bringing the essay to a clear and definite end.

- Do not introduce new information.

Introduction Paragraphs. Use the following rules:

- No longer than 4-5 sentences, at the most.
- Whenever possible, the first sentence should be dramatic, capturing the reader's attention.
- The time span of the essay should be mentioned.
- This paragraph should refer to the central themes/causes/subject of the essay, but only briefly.

Sample essay introduction: "On October 31, 1517, Martin Luther posted 95 Theses on the door of Wittenberg Cathedral, initiating a religious conflict which ultimately engulfed Europe for 150 years. Possibly Luther's cloistered training blinded him from recognizing the complex economic, social, and political forces at work which would transform and intensify his initial religious dispute into a revolution that irrevocably buried the Medieval world. The late Medieval Church must also take some of the blame, for its increased preoccupation with materialism and worldly power likewise blinded it to the spiritual needs of a troubled era. In response, Protestantism aspired to respiritualize Catholicism by simplifying its structure, doctrine, and practices. Ironically, however, the religious conflicts both sides bred would finally produce a Europe less interested in either faith."

Conclusion Paragraphs. Use the following rules:

- No longer than 5-6 sentences, at the most.
- It should summarize without simply restating.
- Never finish with a last sentence quote. Finish with your own words, not someone else's.
- Tie the essay, when possible, to a wider historical context...e.g. forthcoming historical developments.

Sample essay conclusion: "The Peace of Westphalia brought the religious struggle, hence the Reformation to an end. Luther's reforms had been successful in creating an alternative form of Christian practice, and half of Europe followed his cause. But his protest had also bred political chaos, religious fanaticism, and socio-economic upheaval without precedent in early modern history. Exhausted by civil war and international conflict, Europe would increasingly search for a new principal of authority guided by a more secular outlook. Hence, ironically, Luther's program for re-spiritualizing a decadent Medieval Church brought neither ministers or priests into political dominance; instead kings and princes would shape Europe's future destiny, and do so by largely ignoring the faith."

(Note how this sample conclusion fits closely with the sample introduction; in a sense bring the essay full circle.)

18. Topic Sentences. Use the following rules:

- A strong statement that summarises the point of that paragraph
- Try to make a few dramatic.
- Tie some of them to other topic sentences.

Sample topic sentences:

"The aforementioned economic, social, political, and intellectual forces produced a more secular cultural atmosphere where worldly values could be cultivated and celebrated."

"Such wealth demanded new forms of political organization."

"For the Italian humanists, however, the rediscovery of Greece and Rome provided the most self-conscious stimulus for the Renaissance."

"Even in view of these overwhelming odds, German democracy might have survived."

"In contrast to the Enlightenment admiration for classical Greco - Roman culture, Romantic artists found their spiritual homeland in the Medieval past."

"Romanticism died on the barricades of revolutionary Europe in 1848."

19. Rhythm. This is hard to teach/learn, but constantly think of your essay in terms of flow. That is, it should move along with a quick pace. This is insured by keeping in mind a couple of strategies:

- Vary the length of sentences
- Use active, dramatic verbs e.g. Not Luther said, but Luther argued, advocated, commented, demanded, etc.
- Put nouns before verbs: "The Reformation was initiated by Luther." Change that to "Luther initiated the Reformation."
- Avoid those passive verbs e.g. was created, was developed, was initiated, etc. Change such sentences around, putting the noun before the verb, and dropping the "was."

20. Especially on the first semester take-home essays, devote sufficient time to their writing. Simply to sit down the night before the essay is due and wait for the muses to start talking is not going to get the job done. That's why you have unit syllabi, to give you sufficient time to plan ahead.

21. Above all, keep in mind that writing, like any other skill, only develops over time with concerted, purposeful work. You must desire to improve, and give self-critical analysis to this task.

As Ernest Hemmingway once commented,
"There is no such thing as good writing,
only good rewriting..."