# Working with Eyewitness Accounts

[Excerpt From *Holodomor in Ukraine, The Genocidal Famine 1932-33: Teaching Materials for Teachers and Students* – By Valentina Kuryliw]

*The class may form into 6 groups of students. Three groups will receive copies of eyewitness account from Part 2 herein reproduced by the teacher. The three remaining groups will receive copies of eyewitness account 2. 11 2 p. 43 herein.*

***Teacher Tip:*** *All groups may receive copies reproduced by the teacher of Article 2.2 herein “The Holodomor, 1932-1933—A Ukrainian Genocide” Valen­tina Kuryliw.*

Each group is to read the eyewitness account of the Famine and pick out the 5 most import­ant facts in the account. Using information from the article, “The Holodomor, 1932-1933—A Ukrainian Genocide”, Timeline and the eye witness account, each is to prepare an article to a newspaper in 1933 explaining what was happening in Ukraine.

Be sure to include the following:

1. - name of newspaper, date
2. - headline for article
3. - author of article
4. - drawing or illustration if possible.
5. - main points to be made (who/what, when, where, why and how)

Use terms such as: victims, perpetrators, bystanders, observers, rescuers where applica­ble. Articles are to be handed in for evaluation. A class newspaper may be produced.

## Assessment Rubric: Newspaper Article Using Eye Witness Accounts

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| **Knowledge/Under­standing**  | **LEVEL 4**  | **LEVEL 3**  | **LEVEL 2**  | **LEVEL 1**  |
| **Uses factual evi­dence to support conclusions drawn in article.**  | Uses factual evi­dence to support conclusions drawn in article with a high degree of effective­ness.  | Uses factual evi­dence to support conclusions drawn in article with con­siderable effective­ness.  | Uses factual evi­dence to support conclusions drawn in article with some effectiveness.  | Uses factual evi­dence to support conclusions drawn in article with limited degree of effectiveness.  |
| **Demonstrates knowledge and un­derstanding of key ideas, concepts, terminology, and themes.**  | Demonstrates thor­ough knowledge and understanding of key information, ideas, concepts, terminology, and themes.  | Demonstrates considerable knowledge and un­derstanding of key information, ideas, concepts, terminolo­gy, and themes.  | Demonstrates some knowledge and un­derstanding of key information, ideas, concepts, terminolo­gy, and themes.  | Demonstrates limited knowledge and understanding of key information, ideas, concepts, terminology, and themes.  |
| **Thinking**  | **LEVEL 4**  | **LEVEL 3**  | **LEVEL 2**  | **LEVEL 1**  |
| **Analyzes ideas and information.**  | Analyzes ideas and information with exceptional depth.  | Analyzes ideas and information with considerable depth.  | Analyzes ideas and information with some depth.  | Analyzes ideas and information with limited depth.  |
| **Synthesizes ideas and information.**  | Synthesizes ideas and information with a high degree of effectiveness.  | Synthesizes ideas and information with considerable effec­tiveness.  | Synthesizes ideas and information with some effectiveness.  | Synthesizes ideas and information with a limited degree of effectiveness.  |
| **Communication**  | **LEVEL 4**  | **LEVEL 3**  | **LEVEL 2**  | **LEVEL 1**  |
| **Communicates information.**  | Communicates information with a high degree of clarity.  | Communicates information with considerable clarity.  | Communicates in­formation with some clarity.  | Communicates information with a limited degree of clarity.  |
| **Uses proper con­ventions of lan­guage, grammar, and punctuation.**  | Uses proper conven­tions of language, grammar, and punc­tuation with a high degree of effective­ness.  | Uses proper conven­tions of language, grammar, and punctuation with considerable effec­tiveness.  | Uses proper conven­tions of language, grammar, and punc­tuation with some effectiveness.  | Uses proper conven­tions of language, grammar, and punctuation with a limited degree of effectiveness.  |
| **Application**  | **LEVEL 4**  | **LEVEL 3**  | **LEVEL 2**  | **LEVEL 1**  |
| **Demonstrates knowledge of newspaper article style conventions, format, and ele­ments (headline, byline, W5H, lead, inverted pyramid, caption).**  | Demonstrates thor­ough knowledge of newspaper article style conventions, format, and ele­ments (headline, byline, W5H, lead, inverted pyramid, caption).  | Demonstrates con­siderable knowl­edge of newspaper article style conven­tions, format, and elements (headline, byline, W5H, lead, inverted pyramid, caption).  | Demonstrates some knowledge of news­paper article style conventions, format, and elements (headline, byline, W5H, lead, inverted pyramid, caption).  | Demonstrates lim­ited knowledge of newspaper article style conventions, format, and ele­ments (headline, byline, W5H, lead, inverted pyramid, caption).  |
| **Uses persuasive images, words, and phrases true to role, audience, and format.**  | Uses persuasive images, words, and phrases true to role, audience, and format with a high degree of effective­ness.  | Uses persuasive images, words, and phrases true to role, audience, and for­mat with consider­able effectiveness.  | Uses persuasive images, words, and phrases true to role, audience, and format with some effectiveness.  | Uses persuasive images, words, and phrases true to role, audience, and format with limited effectiveness. |