Prior to implementing this project in class, I researched an initial data set including 65 Holocaust memorials and museum sites in the United States, and Jane Tutein created a Google map with layers (by decade) of that draft data set. Without that initial research and teaching resource, the class activities described in this document would require significantly more time.

| **Date** | **Class Topic** | **Reading due** | **Writing due** | ***Teaching Notes*** |
| --- | --- | --- | --- | --- |
| R 4/12 | American Holocaust memory | Peter Novick, “Holocaust Memory in America” in James Young (ed.), *Art of Memory*  Alan Mintz, “From Silence to Salience” in *Popular Culture and the Shaping of Holocaust Memory in America* |  | *This class provided context for our project.*    *We discussed the readings and students created visualizations of Novick and Mintz’s arguments about how and why American society’s memory of the Holocaust has transformed in the decades since WW2.* |
| T 4/17 | Interactive map of United States Holocaust memorials + analytical questions |  | Complete map analysis exercise | *In this class, we discussed students’ findings from their analysis of the map as well as the analytical questions they formulated as part of that homework. We decided on the additional categories of metadata we would research for each site.*    *Each student checked my data set (2-3 states each) to identify sites I missed.* |
| R 4/19 | Data checking |  | Complete your research responsibility and add that new data to your copy of our Google sheet by 8am  *I assigned each student 5 sites to data check and gather new metadata on.*  *Students also researched the full metadata for the sites they discovered that I missed in my initial research.* | *Students met in pairs to compare the results of their research and catch errors. (We did this to double-check all of our new data.)*  *Students worked in groups to come up with terms we could use to tag our metadata, and we decided which tags to use as a full class.* |
| T 4/24 | Data checking and tagging |  | Complete your tagging and research responsibility  *Students added the correct metadata tags for each of their assigned memorials.*  *Students also data checked a group of the “new” memorials.* | *Students worked in pairs to double-check their tags and new research.*  *We reviewed the essay assignment in class as well as supplementary resources on creating charts, etc.*  *We discussed questions students had about the goals and format of the essay assignment.* |
| R 4/26 | Data visualizations (with Jane Tutein) |  | Post your finalized data to our “Permission to edit” Google sheet | *Jane joined us in this class. We walked students through how to create simple charts using Google sheets as well as how to use Google My Maps* |
| T 5/1 | Project showcase |  | Work on final paper + prepare for presentation | *Students presented on the work they completed during the first three units of the course.* |
| R 5/3 | Project showcase |  | Work on final paper + prepare for presentation | *Students presented on the work they completed during the first three units of the course.* |
| T 5/8 | Final Exam Period  8:00am – 10:00am  AC210 |  | **“Big(ger) data” essay due on Canvas by 8am** |  |

Note: When I implemented this project during the spring 2018, I devoted 5 class sessions (approximately 6 hours) to it. However, because we did not work with a pre-existing data set, I would estimate than an additional 20+ hours went into the project as a whole, whether researching and creating the initial data set, working with Jane Tutein to develop the initial data visualizations, or writing detailed homework instructions for each step of students’ data gathering responsibilities, etc.

*If I were to teach this assignment again, I would:*

* Provide students with a sample essay to model the goals (critical thinking, data visualizations, etc.) of the assignment and discuss it as a group
* Devote two additional class sessions (5/1 and 5/3) to the project in order to:
  + model data analysis
  + provide collaborative “workshop” time for students to practice generating data visualizations, share ideas, and work together to try out these digital tools.