Lesson Title: Voices
Liz Good
Buist Academy, Charleston, SC
8th grade Social Studies

About the teacher: Liz teaches middle school at Buist Academy, an International Baccalaureate school that focuses on inquiry-based learning with a mission that encourages students to become active global citizens, compassionate lifelong learners, and understanding of people with different backgrounds and cultures. Liz was Buist Academy's Teacher of the Year 2013-2014, served on several school improvement committees, and received Teaching American History and The Atlantic Institute for Diversity Travel Cohort grants.

Lesson Summary: An interdisciplinary lesson is designed to expose students to important responses to historical and social events and enable students to explore the following statement of inquiry: In times of social crisis man seeks meaning and value in his life through expression. This lesson uses Centropa’s film Return to Rivne, among other primary sources, and was designed for distance learning.

The Lesson:
How does this lesson fit into themes of the course it’s a part of?

Sources used:
- Diary of a Young Girl, Anne Frank (passages)
- Night, by Elie Wiesel (passages)
- Return to Rivne, Centropa film: https://www.centropa.org/centropa-cinema/return-rivne-holocaust-story

Stage One: Background Information and Research. Use the resources* from History Class to discover what life was like during the interwar years. Europe and Asia saw the rise of totalitarian governments that would eventually lead to a worldwide crisis (WWII and the Holocaust). Use the graphic organizer set up by Ms. Good to record your research. https://drive.google.com/file/d/1fr_4ely0uNZyVglBBNNViwkMtroDwwVx/view?usp=sharing (submit to google classroom).

*Resources:
- Interwar Totalitarian Rulers
- Video: How did Hitler rise to power?
Stage Two: Textual Exploration. Posted are selected passages from *Diary of Young Girl* and the memoir *Night* as well as a link to the filmed reminiscence “Return to Rivne.” Read/view these selections and complete the following reflection:

1) What did you learn from the diary entries – about the person writing them, about the events described?
2) What did you learn from the memoir passages – about the memoirist, about the events described?
3) What did you learn from the reminiscence (film) – about the subjects, about the events described?
4) What important differences did you note about how a diary, a reminiscence, and a memoir record experiences and feelings?
5) Which is a superior form: the diary, the reminiscence, or the memoir? Why?

Stage Three:
ZOOM:
[https://zoom.us/j/93721764833?pwd=R0w0YlBjMmhWMEd6USlBOEYrL3B2Zz09](https://zoom.us/j/93721764833?pwd=R0w0YlBjMmhWMEd6USlBOEYrL3B2Zz09)
Require meeting password

Zoom discussion can cover the above questions, and any other related issues.

You have explored ways in which people have felt the need to express themselves in a time of crisis. We are currently experiencing a global pandemic crisis. Take the next 5 days to produce your own responses to the events around you. You may choose to do this in a written or electronic format (video).

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