



**Lesson Title: Voices**

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**8<sup>th</sup> 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](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?](#)

[Khan Academy Rise of Hitler](#)  
[Khan Academy Rise of Mussolini](#)  
[Video: Rise of Totalitarianism](#)  
[Video: Economic Depression and Dictators](#)  
[Reading: Rise of Dictators](#)  
[Newspaper Article: How dictators come to power](#)  
[Quick Reference: Totalitarian Regimes](#)  
[Reading: The Rise of Totalitarian Regimes](#)  
[Hitler's first radio address](#)  
[Video-Facing History Scholar Reflections: The Nazi 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=R0w0YlBjMmhWMEd6USStBOEYrL3B2Zz09>

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).

Rubric for Project Voices			
Score	Stage One	Stage Two	Stage Three
0	Stage One is incomplete or not submitted.	Stage Two is incomplete or not submitted.	Stage Three is incomplete or not submitted.

1-2	Stage One shows little evidence of research.	Stage Two demonstrates minimal reflection on assigned texts.	Stage Three lacks depth of observation or introspection.
3-4	Stage One shows evidence of research.	Stage Two demonstrates some level of reflection on assigned texts.	Stage Three demonstrates some observation and introspection.
5-6	Stage One shows evidence of thorough research.	Stage Two demonstrates thoughtful reflection on assigned texts.	Stage Three demonstrates adequate observation and introspection.
7-8	Stage One shows evidence of thorough, in-depth research.	Stage Two demonstrates thoughtful, perceptive reflection on assigned texts.	Stage Three demonstrates substantial observation and introspection.