

Project: Voices

Liz Good-Charleston, South Carolina, USA

Statement of Inquiry:

In times of social crisis people seek meaning and value in life through expression.

Open [LINK](#) to reflect and respond

Part I-Inquiry into the rise of totalitarian governments

Background Inquiry: Check out some (at least 3) of these resources. Use the [GRAPHIC ORGANIZER](#) to record your research findings and prepare to report your findings on our class ZOOM meeting.

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](#)

Rise of Totalitarianism

Interwar Years 1920-1930s

Main Ideas

- Economic disruptions following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.
- A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.
- The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.
- Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.

Who were these totalitarian dictators? What were their policies?

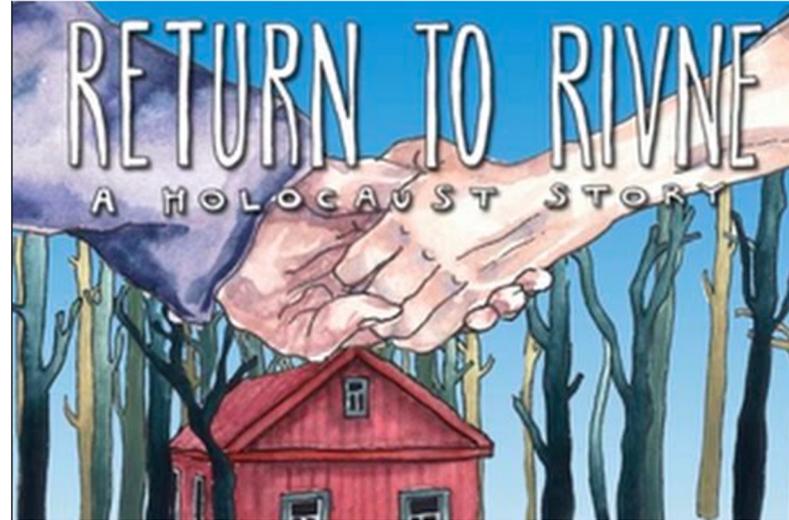
Hitler/Germany	Mussolini/Italy	Stalin/Russia
<ul style="list-style-type: none">• He was the leader of the Nazi party.• He became chancellor in 1933.	<ul style="list-style-type: none">• He was a fascist leader of Italy who took over power in 1922.• He controlled all of Italy by	<ul style="list-style-type: none">• He was part of the Communist Party in the Soviet Union.• He took over after

Part II-Textual and Film Exploration

Students will read selected passages from *Diary of Young Girl* and the memoir *Night* as well as view the filmed reminiscence “[Return to Rivne.](#)” After reading and viewing these selections, 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?

Teachers and students attended a ZOOM session to discuss their reflections.



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.

Lesson Extensions:



[ZOOM](#) with Shelly

[WebQuest](#): The Nuremberg Laws to research a little about this period leading up to WWII.

[Film review and discovery](#): Watch the Centropa film about [Kitty and Otto](#).

Class discussion: Nuremberg Laws and the story of Kitty and Otto. How do these events reflect our statement of inquiry: *In times of social crisis man seeks meaning and value in his life through expression*

Feel free to contact me!

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