



## Lesson Guidelines

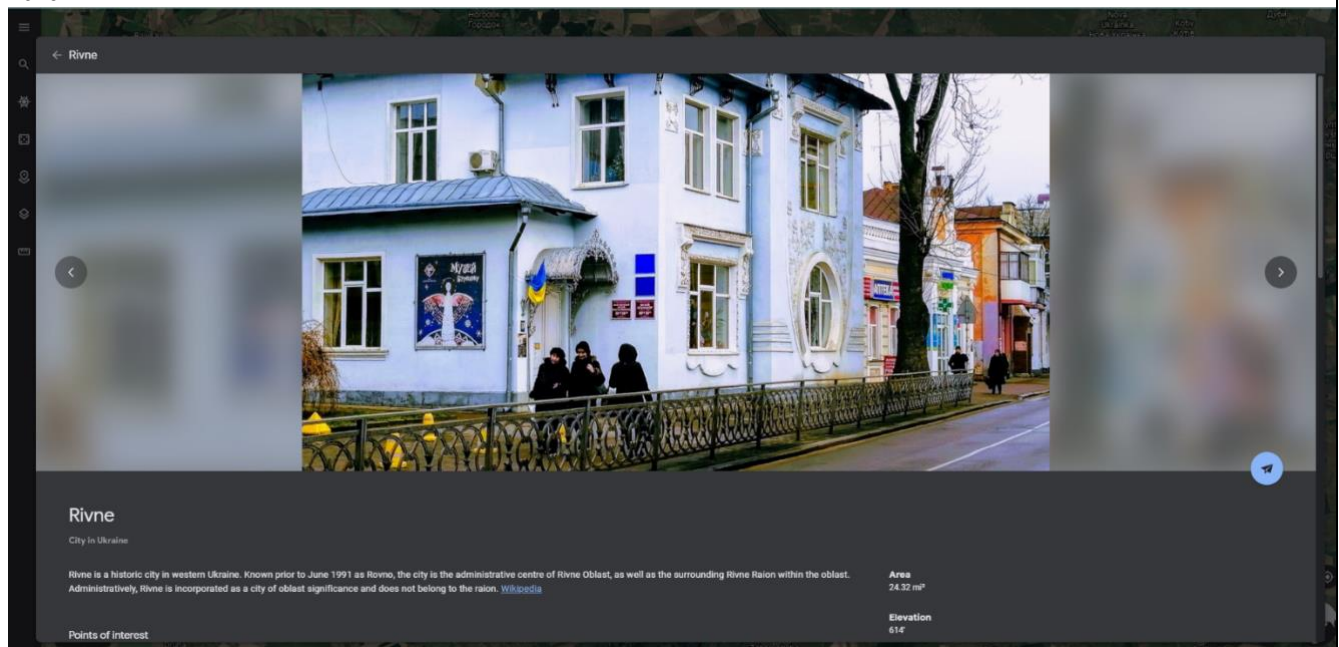
<b>Project / Lesson Title:</b>
<b><i>Return to Rivne: Stations Lesson</i></b>
<b>Participating school, city, state (for USA), country</b>
Brevard Middle School Brevard, NC
<b>Teacher(s):</b>
Kelly Muse
<b>Participating students</b>
<i>Number of students participating: 110</i> <i>Age range : 13-14</i> <i>Grade(s): 8</i>
<b>Pedagogical goals</b>
<i>What problem/challenge does the lesson/project try to solve? What is the main question you want to answer?</i> The overarching challenge this lesson presents for students is their ability to synthesize the information so they understand the plight, devastation, and deletion of victims' lives as they knew it—to understand man's inhumanity to man. This is a challenge for the students I teach due to their limited exposure to culturally diverse peoples, as well as the fact that prejudice and discrimination accepted in the communities and households in which they live.  <i>What curriculum standard(s) or requirement(s) will this lesson / project meet?</i> Common Core Standards: RI.1,2,3,7,8,10 W.1,3,4,6,7,8,9,10 SL.1,2,4,6 L.2,6
<b>Centropa Resources and Online Tools.</b> <i>Which Centropa resources and online tools will you use in this project? Be specific, and if possible include links.</i>
"Return to Rivne" video
<b>Step-by-step lesson/project outline. Use bullet points to tell us what students will do each step of this project. If participating teachers are doing different activities leading up to the final project, please indicate each teachers' lesson outline separately, and indicate the teacher for each. Add as many lists as teachers in the project.</b>
<ul style="list-style-type: none"><li>- Seven days into our Holocaust Lit unit, our focus turns to victims/survivors as individuals with hopes and dreams and families and jobs, just like all of us.</li><li>- Students view "Return to Rivne" as a class.</li><li>- Class discusses Shelly's experiences, and teacher clarifies students' questions.</li><li>- Students split into groups of three for learning stations.</li><li>- Here are the stations students explore, completing tasks while rotating through them:<ol style="list-style-type: none"><li>1. Google Earth: Where is Rivne now?</li><li>2. Research pre-war life in Rivne.</li><li>3. Identify: Who were the Roma people?</li></ol></li></ul>

4. Research the family that hid Shelly and her family members.
5. Toy making out of straw (we use raffia).
6. Research statistics of how many people victimized during the Holocaust survived having hid in forests.
7. Identify: What is a DP camp?
8. Create a Thinking Map having researched survivors living in NC after WW2.

**End products, outputs.** *What will the students produce during this lesson/project? Be as specific as possible, and if the final product is different in each school please tell us what students in each class are producing.*



The picture above is what students see when they enter Rivne into Google Voyager within the program Google Earth.



The picture above is just one of several photographs from around the city with descriptions underneath.

**Documentation.** How do you plan to document the lesson/project? (photos, videos, essays, etc.) Please send to us as soon as you have photographs, videos, or essays to share



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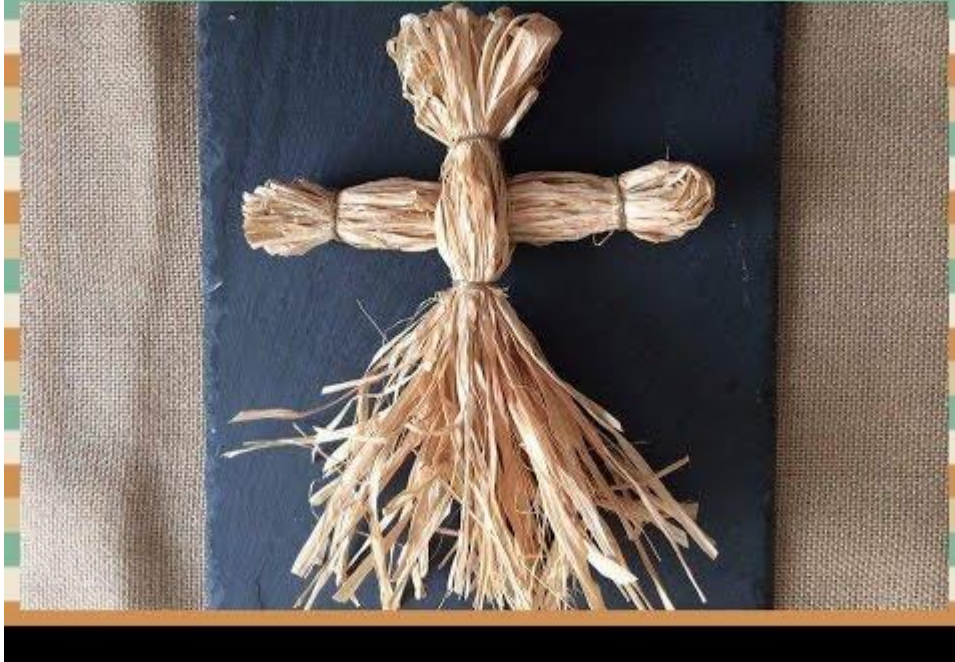
The picture above is a screenshot of the 3D view students see as they “walk around” Rivne in real time.

[https://docs.google.com/presentation/d/1EoZ8pbZlqTBpaWR\\_zkW5-ylJKuuU5ksdTYfPPJPcTTc/edit?usp=sharing](https://docs.google.com/presentation/d/1EoZ8pbZlqTBpaWR_zkW5-ylJKuuU5ksdTYfPPJPcTTc/edit?usp=sharing) (Link to student-produced Google Presentation for “pre-war” station)

<https://docs.google.com/document/d/13fvTOnNlyUn21uhSicQ6E4fww94OwTObmiWFCPIA0s/edit?usp=sharing> (Link to student-produced research on Roma peoples.)

<https://www.powtoon.com/html5-studio/#/edit/eGvdPsNHITX> (Link to student-produced Powtoon with facts about the Palaschuk family)





*(Example of straw doll – we use raffia)*

<https://encyclopedia.ushmm.org/content/en/article/displaced-persons> (Link students use to display USHMM Encyclopedia webpage from which students present to the class what DP camps were.)

<https://docs.google.com/presentation/d/1GZfsTYiykRpIJ3AvO9VAb9HeVOitgaRWv4usyz3Nr4/edit?usp=sharing> (Link to survivors in NC)

**Assessment.** *How will you assess your students' learning from this lesson/project?*

Formative assessment and engagement of students while in stations.

**What else would it be useful for other teachers to know about your project?**

It is a good idea to implement this lesson over a period of two class periods, and to do it after the students have a decent grasp of the Holocaust. Otherwise, there will be more questions than you have time for, just regarding basic facts.