

Lesson Title: Jewish Resistance Brainstorming Activity

<b>Lesson Details:</b>		
<u>Unit:</u> Jewish Resistance		<u>Duration:</u> One 45-55 minute class period, not including extension activities
<b>Lesson Notes for Teachers:</b>		
This activity is designed to be an introduction to the topic of Jewish resistance to the Holocaust. Unfortunately, some people have the idea that Jews didn't fight back against what the Nazis were trying to do to them. Others may recognize examples of Jewish resistance, but define it much too narrowly.		
<b>Design Questions/Lesson Focus/Marzano Elements:</b>		
<ol style="list-style-type: none"> <li>How were Jews able to resist their persecution under such daunting and debilitating conditions?</li> <li>What behaviors may be considered as resistance?</li> <li>What obstacles made resistance difficult?</li> <li>What factors determined the type of resistance methods chosen by individuals, families, and larger groups?</li> <li>What were the goals of resistance?</li> </ol>		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 8 Previewing new content and 12 Helping students record and represent knowledge	<u>X</u> Deepening or Practicing DQ3 Main Element: 20 Helping students revise knowledge	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
<b>Focus Standards/Benchmarks:</b> Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.</p> <p>SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.7 Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. – In this unit, focusing on the pre-1933 roots in Europe generally, and in Germany specifically.</p>		
<b>Daily Learning Goal and Scale (Student-friendly language)</b>		
Students will assess the possibilities for Jewish resistance to the Nazis during the Holocaust era, taking into account acts and strategies of resistance that were possible based on what people knew, their capabilities, and the specific circumstances they faced.		
<u>2.0 Simpler Content</u> Students will:	<u>3.0 Target</u> Students will:	<u>4.0 More Complex</u> Students will:
<ol style="list-style-type: none"> <li>List activities that may be labeled as resistance by Jews in the</li> </ol>	<ol style="list-style-type: none"> <li>Analyze activities to evaluate how they function as resistance</li> </ol>	<ol style="list-style-type: none"> <li>Create a model for Jewish resistance in a selected venue</li> </ol>

Lesson Title: Jewish Resistance Brainstorming Activity

<p>context of the Holocaust.</p> <ol style="list-style-type: none"> <li>List potential goals Jews may have had for resistance during the Holocaust.</li> <li>List obstacles to potential acts or strategies of resistance by Jews in the context of the Holocaust.</li> </ol>	<p>by Jews in the context of the Holocaust</p> <ol style="list-style-type: none"> <li>Explain the individual and group dynamics that shaped the goals Jews may have had for resistance during the Holocaust.</li> <li>Assess the feasibility of potential acts or strategies of resistance by Jews in the context of the Holocaust, taking into consideration the circumstances they faced.</li> </ol>	<p>(ghetto, concentration camp, factory, forest, etc.) that takes into account feasible goals, a realistic appraisal of circumstances and obstacles, sustainability over time, and strategies to recruit allies to join or help.</p>
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**Formative Assessment Strategies/Monitoring for Desired Effect:**

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on group and class discussions.
- Student written and oral responses to the “Jewish Resistance Possibilities Chart”.
- Exit Slip: Complete the following statement: “Before today, I had never considered \_\_\_\_\_ to be a potential act of resistance.”

**Lesson Sequence:**

Introduction/Hook: (May be done with students individually or organized into small groups.)

Ask students to create two sample descriptions of a Jewish person who lived during the Holocaust. Define them by age, family, main activity/job, and place of residence. (Example: 16 year-old boy, oldest son in a family with 4 children [two younger sisters and a younger brother], was a student in high school, but now lives in the Lodz Ghetto and works in a factory. His father is missing and has not been seen in over a month.)

After the students or groups have completed their descriptions, combine the identities in a single list in front of the class. Introduce the activity by informing students that today’s activity will be about potential acts and strategies of resistance. Ask students to keep these identities in mind as they brainstorm resistance possibilities, since these methods would have to work for each person in the circumstances the class described.

Instruction Steps:

1. Begin by asking students to define what “Resistance” means. Write a few of the suggestions on the board.
2. Using the student definitions as a starting point, ask students to define what they think is meant by the phrase, “Jewish resistance to the Holocaust”. Most suggestions will probably have to do with fighting, at least at first. Some students may begin to add nuances to the definitions that suggest a broader range of meaning.
3. Now ask students to brainstorm a list of all the activities they can think of that would fit their definitions.
4. Now that you have a list, you can begin helping students to broaden their understanding of Jewish resistance. You can do this in two ways.
  - First, ask students to list all of the possible goals Jews might have had under the circumstances of Nazi rule. There are quite a few reasonable goals to be suggested. Trying to achieve any of them can legitimately be called resistance.

Lesson Title: Jewish Resistance Brainstorming Activity

- Second, introduce the resistance model on the transparency sheet. Give plenty of examples (not related to the Holocaust or war) to illustrate what is meant by “active”, “passive”, “direct”, and “indirect”. A good source for examples would be a football game. Passing for a touchdown against the other team would be “active-direct”. Working hard in practice to become a better player would be “active-indirect”. Not responding to a provocation by an opposing player (so that he draws the penalty flag, not you) would be “passive-direct”. Resting between plays would be “passive-indirect”.
5. Use the transparency or draw the chart on the board, or use another projection device. Ask students to place their earlier suggestions into the appropriate spaces on the chart. Accept new suggestions for categories that were not previously well-represented.
  6. If you have time remaining, write the following poem on the chalkboard:

**Blessed is the Match**

Blessed is the match consumed  
in kindling flame.

Blessed is the flame that burns  
in the secret fastness of the heart.

Blessed is the heart with strength to stop  
its beating for honor’s sake.

Blessed is the match consumed  
in kindling flame

The author of this poem was Hannah Senesh. She was a Hungarian Jewish girl. As a result of growing antisemitism in Europe, she decided to go to Palestine in 1939. She would have been safe from the Nazis there, but when Germany invaded her country in 1944, she joined the British paratroopers. She was dropped behind enemy lines with the mission of aiding the resistance in Hungary. Just before she went into Hungary, she gave this poem to a friend. Unfortunately, she was captured, tortured, and finally executed, but never revealed the secrets the Nazis were seeking. What types of resistance did she engage in?

**Adaptation/Differentiation Strategies:**

The teacher may stop the class discussion at key points to check for student understanding.  
The teacher may identify key terms related to resistance prior to use and introduce this vocabulary prior to the lesson.  
The teacher may provide the students with basic background information about the various circumstances faced by Jews in different locations during the Holocaust era to help clarify decision-making factors.

**Extended Learning:**

After reading and interpreting the poem above, ask students for suggestions on how they can join in the resistance to the Holocaust today. One possible answer is to remember and honor the victims whom the Nazis sought to dehumanize and destroy. Students could write short poems in honor of specific Holocaust victims to preserve their memory.

**Resources and Materials:**

The only item needed for this activity is the “Jewish Resistance Possibilities Chart”. You may choose to give students copies of the chart, or you may prefer to use a larger version on the board, overhead projector, or other projection

Lesson Title: Jewish Resistance Brainstorming Activity

device.