

Lesson Title: Resistance in Diaries and Documents

Lesson Details:		
<u>Unit:</u> Jewish Resistance	<u>Duration:</u> One to two 45-50 minute class periods, not including extension activities	
Lesson Notes for Teachers:		
<p>We may study the efforts of Jewish resistance fighters, but understanding is difficult, because our lives and circumstances are so different from theirs. One way we can try to bridge this gulf is to see resistance through their eyes – to read about it through their words. This activity is designed to help students gain insight into Jewish resistance by allowing them to encounter it in the immediacy of primary source documents.</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> How were Jews able to create networks of resistance to oppose Nazi persecution and destruction in the ghettos and forests of eastern Europe? How did resistance fighters persuade others to join their struggle? How did Jewish history impact choices for resistance? How did Jewish religious ideas influence choices for resistance? How did political, social, and economic attitudes of various Jewish groups impact resistance choices? What were the goals of resistance? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 9 Chunking content into “digestible bites”	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 Helping students examine their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: 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>LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources.</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.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.7.8 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.</p>		
Daily Learning Goal and Scale (Student-friendly language)		
<p>Students will use primary source documents to understand Jewish resistance against the Nazis in the ghettos and forests of Eastern Europe, including the circumstances of the community, arguments for action, the methods used, the obstacles faced, and the potential for success.</p>		

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<p><u>2.0 Simpler Content</u> Students will:</p> <ol style="list-style-type: none"> 1. Identify arguments for and acts of Jewish “fighting” resistance from selected primary source documents. 2. List adverse conditions and circumstances under which resistance was carried out. 3. Identify resistance activities that were effective according to the goals of the resisters. 	<p><u>3.0 Target</u> Students will:</p> <ol style="list-style-type: none"> 1. Assess arguments for and acts of Jewish “fighting” resistance from selected primary source documents for validity and persuasiveness. 2. Evaluate adverse conditions and circumstances to assess the degree of difficulty imposed on resistance. 3. Assess the effectiveness of resistance activities according to the goals of the resisters and the feasibility of the strategies. 	<p><u>4.0 More Complex</u> Students will:</p> <p>Create a model system for resistance activities, either in a ghetto or in the forests, that would build a network of resisters, allow for efficient and effective decision-making and collaboration, persuade others to join, and to obtain help (when possible) from surrounding non-Jewish communities. The model should take into account political social, and economic challenges that would need to be overcome and should be tested against documented examples from history to assess the possibility of sustainability and success.</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 the selected text readings of diaries and documents.
- Student written and oral discussion responses to the “Discussion Questions from Diaries and Documents of Resistance” questions.
- Exit Slip: Complete the following statement: “The account of resistance that I read about today that inspired me most was _____. Explain why you chose the example you did.”

Lesson Sequence:

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

Tell students that they will see and hear an interview excerpt from a Holocaust survivor who was involved in the resistance in the Warsaw Ghetto. (She was one of the couriers written about in document #111.) Her name was Vladka Meed. This video testimony may be accessed from the USC Shoah Foundation’s iWitness website. (<http://iwitness.usc.edu/SFI/BrowseTopics.aspx>) From the main page, search for the term, “Resistance” and select the testimony excerpt from Vladka Meed. It is 4:42 minutes in length. If you want to access the full testimony, you will have to register with the site. Registration is free for teachers and will give you access to many full testimonies as well as educational materials and activities. Give yourself a few days to register and become familiar with the site prior to teaching this lesson.

Play the video selection.

Ask students to summarize Vladka’s testimony excerpt, including what she considered to be the worst of the problems she faced.

Lesson Title: Resistance in Diaries and Documents

If you plan to devote only one class period to this lesson, then use the video for introduction purposes only. If you plan to use two class periods, then you may extend the discussion to other testimonies with some of the other survivors who spoke about resistance. There are 14 others accessible through the main portal of the USC Shoah Foundation's iWitness website. These testimonies, taken together, give a broad overview of resistance beyond the fighting resistance of ghettos, camps, and the forests.

Instruction Steps:

1. Introduce the subject by reading the short selections on pages 70, 72, and 74 from Tell Them We Remember: The Story of the Holocaust, or summarize the content.
2. Introduce the activity by telling students that they are going to learn about Jewish resistance through the words of people who were there. Give the following background information about the quotes from Documents on the Holocaust, Yad Vashem, 1981.:
 - The first (#111) is from the diary of Emanuel Ringelblum describing the girls who were couriers for the "Underground"
 - The second (#138) and third (#209) are public appeals to support the resistance from the fighting organizations in the Warsaw and Vilna Ghettos, respectively.
 - The fourth (#145) is the last letter of Mordecai Anielewicz, Warsaw Ghetto Revolt Commander
 - The fifth (#210) is from the diary of a partisan fighter in the forests.
3. Read the quotations aloud or have students read them together in groups or silently.
4. Pass out the worksheet "Discussion Questions from Diaries and Documents of Resistance" and allow students time to complete the questions.
5. Discuss the responses in class.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selections into smaller chunks and check for understanding at key points. The teacher may use non-text sources (such as videotaped testimonies) to supplement student understanding of the texts.

The teacher may identify key terms in the texts and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about resistance at the beginning of the lesson to help students successfully interpret the texts.

Extended Learning:

1. Students may also wish to study the writings of young people who kept diaries and wrote from the perspective of the ghetto. Some of these young writers were involved in resistance, even "fighting" resistance. Many excerpts from teen diary writers may be found in *Salvaged Pages: Young Writers' Diaries of the Holocaust* by Alexandra Zapruder. You may find a video presentation (the documentary film developed by MTV, *I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust*) of dramatic readings from some of these diaries at <https://www.facinghistory.org/resource-library/video/im-still-here> (Note to teachers: You must sign up at the website of Facing History and Ourselves and sign in to view the video through this source.)
2. The website of the Jewish Partisan Educational Foundation (<http://www.jewishpartisans.org/>) contains abundant resources in multiple formats to help students and teachers research Jewish fighting resistance at greater depth.
3. There are 15 testimony excerpts about resistance at the USC Shoah Foundations iWitness website (<http://iwitness.usc.edu/SFI/BrowseTopics.aspx>) These may be used for a broad overview of the subject through primary source interviews.
4. For an example of revolt in a camp setting, the movie Escape from Sobibor is an excellent portrayal of the prisoner revolt in the Sobibor death camp. It should be available through most commercial video rental outlets,

Lesson Title: Resistance in Diaries and Documents

but may also be seen through YouTube at <https://www.youtube.com/watch?v=2oH5Of6iDwQ>. It is 120 minutes long, so you might encourage interested students to obtain the movie and view it at home.

5. You may want to have students examine maps #20 and 21 from the Holocaust: Maps and Photographs to analyze the impact of geographic factors on resistance activities.
6. Document # 211 from Documents on the Holocaust gives a much more detailed look at partisan activities. The brief action reports give good insight into the types of resistance that the partisans were able to carry out.

Resources and Materials:

1. Handouts: “Diaries and Documents of Resistance - Readings # 111, 138, 209, 145, and 210” reprinted from Documents on the Holocaust, Yad Vashem, 1981. (Many primary sources about resistance are available through the Yad Vashem website (www.yadvashem.org). They are searchable by the name of the author and often also by topic.
2. Worksheet: “Discussion Questions from Diaries and Documents of Resistance”
3. The text – Tell Them We Remember: The Story of the Holocaust