

Lesson Title: Jewish Resistance Group Project

<b>Lesson Details:</b>		
<u>Unit:</u> Jewish Resistance		<u>Duration:</u> One 45-50 minute class period to introduce and organize the research projects; one week (or more, as needed) for student project work, mostly outside of class time; and one 45-50 minute class period for group project oral reports.
<b>Lesson Notes for Teachers:</b>		
The study of Jewish resistance to the Holocaust becomes more meaningful when its variety is appreciated. Students need to be able to study specific examples of resistance by individuals and groups of diverse types and from differing circumstances and perspectives.		
<b>Design Questions/Lesson Focus/Marzano Elements:</b>		
<ol style="list-style-type: none"> <li>Why do people and/or groups resist or fail to resist persecution?</li> <li>What forms might resistance take, and why is there such diversity in resistance goals and actions?</li> <li>What factors make resistance difficult and how might these be overcome?</li> </ol>		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 7 – Organizing students to interact with new content	<u>X</u> Deepening or Practicing DQ3 Main Element: 15 – Organizing students to practice and deepen knowledge	<u>X</u> Generating Hypotheses DQ4 Main Element: 21 – Organizing students for cognitively complex tasks
<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>LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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.7.7 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.</p>		
<b>Daily Learning Goal and Scale (Student-friendly language)</b>		
Students will research Jewish people and groups involved in resistance against Nazi Germany to determine how they decided upon, coordinated, and carried out acts of resistance, how they persuaded others to join in resistance, and the difficulties, dangers, and dilemmas 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 Jewish people and groups that engaged in resistance</li> </ol>	<ol style="list-style-type: none"> <li>Describe Jewish people and groups that engaged in resistance</li> </ol>	<ol style="list-style-type: none"> <li>Conduct an extended group research project to study the results of</li> </ol>

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<p>against the Nazis.</p> <ol style="list-style-type: none"> <li>Identify reasons why various Jewish people and groups decided to resist the Nazis and the methods and strategies they used.</li> <li>Compile research results from diverse media sources to create a report about Jewish individuals and groups who resisted the Nazis.</li> <li>Record findings from other students' research about Jewish individuals and groups who resisted the Nazis.</li> </ol>	<p>against the Nazis.</p> <ol style="list-style-type: none"> <li>Analyze reasons why various Jewish people and groups decided to resist the Nazis and the methods and strategies they used.</li> <li>Synthesize research results from diverse media sources to create a report about Jewish individuals and groups who resisted the Nazis.</li> <li>Combine the results of their own research with other students' research to summarize information and draw conclusions about Jewish individuals and groups who resisted the Nazis.</li> </ol>	<p>resistance to persecution in other contexts over time and in various settings to assess the long-term impact of resistance on societies and the factors most likely to lead to long term success.</p>
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**Formative Assessment Strategies/Monitoring for Desired Effect:**

- Teacher observation and questioning of groups and individuals during the hook activity.
- Teacher use of probing and redirecting questions during the students' selection of their research topic.
- Teacher monitoring of individual and group research that occurs during class time, with questions to assess the focus and quality of the research.
- Student oral reports given in class.
- Student written summaries of other student's research.

**Lesson Sequence:**

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

Create a photo montage of the following images: (find examples that you think will be familiar to your students)

- A popular singer who has performed a protest song
- A politician who has given a speech in protest of a policy he/she opposes
- A medical professional who has provided services to the poor or disadvantaged
- A young person who has gained recognition for social activism (such as Malala Yousafzai)

Without giving any information beyond the names of the people, ask students to list possible things they might have in common. After giving the students (as individuals or in groups) time to create lists with 3 to five items, compile the results. If no students have identified that each person has engaged in resistance against something they perceive as a problem, you may introduce this concept. Use this hook to introduce the research project by emphasizing the diversity of individuals, groups, activities, and circumstances involved. Encourage students to select research subjects that they find to be of high interest and inspiration.

Instruction Steps:

- Set up independent workstations in your classroom so students can use materials from the trunk (or from other sources) to do research and prepare their group project reports. Library and Internet sources can be used as well.

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2. Introduce this activity by telling students that they are going to do research about the many Jewish people and groups that resisted the Holocaust. Tell them that they will be preparing oral reports to present in class.
3. Inform students that each group report will consist of the following:
  - Identification and explanation of the type of resistance the group studied.
  - Explanation of the specific acts of resistance involved.
  - Explanation of the difficulties, dangers, and dilemmas faced in this type of resistance.
  - Brief descriptions of several individuals or group members engaged in this type of resistance and what happened to them. First-hand accounts or recollections would be a great addition to this part of the report.
  - Display of any visual aids that illustrate the material in the report
4. Each report should last approximately 5 to 7 minutes depending on the amount of available material available to the group. Each member of the group should be responsible for one segment of the report lasting from 1 to 3 minutes or for producing visuals or handling some other aspect of the research and report.
5. Allow students to group themselves by choosing a topic, or group the students yourself. You will probably want to keep the number of students in each group fairly even (perhaps 3-5 students apiece). The resistance topics covered by the text are as follows:
  - Chapter 6: Spiritual resistance carried out through the teachings and under the guidance of Rabbis.
  - Chapter 7: “Fighting Resistance” as seen in the example of Mordecai Anielewicz.
  - Chapter 9: “Fighting Resistance” as seen in the example of Itzik Wittenberg and the Joint Defense Committee in the Vilna Ghetto (Note: This chapter also includes the concept of partisan fighters operating from bases in the forests.)
  - Chapter 10: Resistance (strengthening the community) through help to the disadvantaged as exemplified by Janusz Korczak and the Warsaw Ghetto Orphanage)
  - Chapter 11: The Doctor Warriors
  - Chapter 12: Women Fighters
  - Chapter 13: The Underground Press
  - Chapter 15: Resistance from within concentration camps (Note: This chapter deals with the spiritual resistance of clandestine religious observances, but could be broadened to include other acts of resistance from within camps.)
  - Chapter 19: Resistance by Jewish fighters coming in to Nazi occupied territory from outside.
  - Chapter 20: Resistance through escape. This chapter deals exclusively with Jews leaving Europe to go to Palestine, but could be broadened to include other destinations as well. Though the motivations in going to another place may not be completely the same as going to the land of Israel, both represented moving beyond the reach of the Nazis.

The following resistance topics also represent good choices, but may require outside sources to find enough research material:

- Jewish fighters in national resistance movements in Western European countries.
- Resistance by hiding
- Resistance by concealing Jewish identity and/or helping others to do so.
- Specific Jewish resistance groups (i.e. The Bielski Partisans, The Herbert Baum Group in Germany, etc.)

Note to teachers: Obviously, the topics for this project are flexible in that they can be defined broadly or with a high degree of specificity. There is a considerable degree of overlap to the information in the text chapters. Also, the activity can be brief (using only the text and the students’ responses to the questions at the end of the chapters) or extensive (involving much independent research and work outside of class).

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**Teachers and students who do not have access to the primary text used in this lesson (The Holocaust: A History of Courage and Resistance by Bea Stadtler) may still do this activity, using mostly online resources. Some of the best sites are listed below:**

- <http://iwitness.usc.edu/SFI/BrowseTopics.aspx> - for videotaped testimonies
- <http://www.jewishpartisans.org/>
- <http://www.jewishvirtuallibrary.org/resistance-to-the-holocaust>
- <http://www.januszkorczak.ca/legacy.html>
- <https://fcit.usf.edu/holocaust/people/resister.htm>
- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005213>
- <http://www.yadvashem.org/holocaust/about/combating-resistance>
- <http://www.yadvashem.org/yv/en/exhibitions/ringelblum/index.asp> (Yad Vashem has many other sources on various types of resistance. These may be searched within the website.)
- <http://www.jewishmuseum.cz/en/explore/permanent-collection/children-s-drawings-from-the-terezin-ghetto-1942-1944/>
- [http://www.vedem-terezin.cz/en/home\\_en.html](http://www.vedem-terezin.cz/en/home_en.html) (search also for Petr Ginz)

**This is just a small list of the possible web sources. Of course, as always, preview any website before recommending it for student use.**

6. Allow students time to work on their research and presentations.
7. On the day that you choose for the group presentations, pass out the “Oral Report Summary Sheet”. Instruct students to fill it out with brief responses during the oral reports.

#### **Adaptation/Differentiation Strategies:**

The teacher may identify key terms in the historical sources prior to use and introduce this vocabulary to the class or to each group prior to their research.

The teacher may identify specific sources to be used for research.

The teacher may provide the students with basic background information about the groups they have selected (or been assigned) to increase their familiarity with them as an aid to research.

The teacher may set different time limits on the presentations or alter the methods of presentation to keep the scope of the assignment manageable for the time available and appropriate for the developmental level of the students.

The teacher may allow for non-linguistic methods for students to record their responses to the research reports of other students.

#### **Extended Learning:**

Studying Jewish resistance to the Holocaust may create interest in other “freedom fighters” from other times and places. For example, the activities of the Jewish “underground press” may evoke interest in figures from diverse periods in American history (i.e.-John Peter Zenger, Thomas Paine, Elijah Lovejoy, Frederick Douglass, William Lloyd Garrison, Upton Sinclair, etc.) Students should be encouraged to pursue these “parallel” interests. The idea is not to draw direct comparisons between different events in history, but to further explore the motivations and actions of people struggling for justice.

#### **Resources and Materials:**

1. The text, The Holocaust: A History of Courage and Resistance by Bea Stadtler
2. Resistance during the Holocaust – produced by the United States Holocaust Memorial Museum and found in the packet of USHMM materials in the trunk. The mini-posters in the packet may be useful, too.

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3. Any other materials from the trunk, the school library, public libraries, or any other available online sources to facilitate research.
4. Handout: Oral Report Summary Sheet