

# Unit #5: Resistance And Rescue

Content Area: **Social Studies**  
Course(s): **Holocaust Studies**  
Time Period: **First Marking Period**  
Length: **1 Week**  
Status: **Published**

## Unit Overview

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During the Holocaust, thousands of individuals risked their lives to protect, hide or rescue Jews from Nazi terror. In this unit, students will explore the various forms of resistance, intervention and rescue that occurred during the Holocaust.

The goal of this unit is to help students develop an understanding of the various forms of resistance, intervention and rescue that occurred during the Holocaust. Students will define resistance; examine the major obstacles to defying and resisting Nazi authority; analyze various forms of spiritual and religious resistance; identify and analyze the various forms of Jewish and non-Jewish unarmed resistance; analyze Jewish armed resistance; demonstrate insight into the reasons why non-Jewish rescuers risked their lives to save Jews; and investigate countries that responded to the plight of the Holocaust victims and offered refuge. At the conclusion of this unit, students will be asked to reassess their previous generalizations about human nature in light of their newly acquired knowledge of resistance, intervention and rescue.

## STAGE 1- DESIRED RESULTS

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### 2016 New Jersey Student Learning Standards- Social Studies

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SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

## Essential Questions

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- What factors influence decision-making in the face of injustice?
- What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation?
- Why do some people standby during times of injustices while others try to do something to stop or prevent injustice?
- Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?
- Why do people risk their lives to help others?

## Enduring Understanding

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- Although there was great risk, thousands of individuals risked their lives to save others.
- People find strengths to fight for survival in extreme circumstances.

## Students will know...

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### Key Ideas and Concepts

Many Jews resisted the Germans and their collaborators. Underground resistance movements developed in over 100 ghettos in Nazi-occupied eastern Europe. Further, under the most adverse conditions, Jewish prisoners succeeded in initiating uprisings in some of the Nazi camps. While organized armed resistance was the most direct form of opposition to the Nazis, resistance also included escape, hiding, cultural activity, and other acts of spiritual preservation. Victims had choice-less choices.

### Possible Misunderstandings

- Jews did not fight back.
- All resistance was armed resistance.
- Jews were the only ones that resisted.

- Resistance did not always have to be organized.
- The Nazis were unbeatable.

### **Identify key terms:**

Aktion, armed resistance, Auschwitz-Birkenau, bystander, collaborator, concentration camp, crematoria, cultural resistance, Einssatzgruppen, extermination camp, Gentile, ghetto, Holocaust, Kinder transport, liquidated, Majdanek, Molotov cocktail, occupation, partisans, perpetrator, resistance, “Righteous among Nations”; SchutzStaffel (SS), Sobibor, SonderKommando, spiritual resistance, Treblinka, Warsaw Ghetto, Warsaw Ghetto Uprising,

### **Students will be able to...**

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- define resistance within the context of the Holocaust
- explain how resistance and rebellion were discouraged in occupied territories
- identify the types of resistance that took place in ghettos and camps
- interpret that resistance is based on a variety of factors
- interpret primary source materials that represent a range of resistance efforts against the Nazis in Europe
- explain the connection between the “Final Solution” and armed resistance
- name various forms of assistance provided to Jews by non-Jews during the Holocaust
- interpret the motivations of non-Jewish rescuers in their efforts to help Jews survive
- identify the risks involved when non-Jews helped Jews hide or escape
- describe the obstacles and dangers that hidden children had to overcome in order to have a chance to survive

### **STAGE 2- EVIDENCE OF LEARNING**

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## **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments / Unit Activities**

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- Students will create a biographical presentation on one of the selected “Righteous Among the Nations” individuals.
- Types of Resistance Activity (JPEF)
- Individual Acts of Resistance Activity Presentation (USHMM)
- Video: Defiance /w questions

## **STAGE 3- LEARNING PLAN**

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## **Instructional Map**

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- Introduced to different types of resistance.
- Research different forms of Jewish Resistance in the Ghettos or camps
- Examine how armed resistance is portrayed in film.
- Research non-Jewish resistance during World War 2.
- “Righteous Among the Nations” Project.

## **Modifications/Differentiation of Instruction**

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### **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

### **Differentiation Strategies**

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## High Preparation Differentiation

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## Low Preparation Differentiation

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

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The Holocaust and Genocide course is typically offered during the Junior and Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 11th and 12th grades can successfully address the demands required of them.

## **Additional Materials**

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- [Holocaust and Genocide: The Betrayal of Humanity Part 1](#)
- [Holocaust and Genocide: The Betrayal of Humanity Part 2](#)
- [Echoes and Reflections](#)
- [US Holocaust Memorial Museum](#)
- [IWitness](#)
- [Jewish Partisans Educational Foundation](#)
- [Yad Vashem](#)

