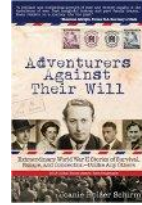




Lesson 5: Resistance



This lesson focuses on the many ways, large and small, in which people resist—or attempt to resist—oppression and persecution. The lesson begins with a discussion of what resistance means and the many forms it may take. Students look at the resistance of Jews and others during the Holocaust, as well as other examples from history. The lesson ends with a look at Malala Yousafzai, who co-won the Nobel Peace Prize for her willingness to stand up to the Taliban in Pakistan. Two video clips are offered to provide background about Malala; teachers may choose the video that best fits the time available (the first video is 6 minutes; the second is 11).

Learning Objectives

Students will learn about the forms resistance can take, from taking up arms to simply continuing to survive. Students consider the risks involved in resisting a powerful entity (such as Nazi Germany) and the moral dilemmas that result from the threat that resistance entails for oneself, one's family, and the broader community. The discussion will focus on the resistance activities of the letter writers in *Adventurers Against Their Will*, others during the Holocaust, and other examples throughout history.

Students will be able to:

- Analyze the moral dilemma involved in resistance.
- Describe the various forms resistance can take.
- Provide examples of resistance during the Holocaust and at other times in history.
- Analyze the reasons for and benefits of resistance, particularly forms that do not involve direct confrontation.
- Assess how U.S. history may impact Americans' perspective on people's role in governance and resistance.
- Relate the story of Malala Yousafzai, the co-winner of the 2014 Nobel Peace Prize, in order to transfer new understandings of resistance to a modern example.

Florida Social Studies Standards:

SS.912.W.1.3: Utilize historical inquiry skills and analytical processes. Interpret and evaluate primary and secondary sources.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.A.6.8/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.

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.

SS.912.W.2.10: Identify both rights and responsibilities the individual has to the group.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

National Council for the Social Studies (NCSS) C3 Framework Standards:

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Preparation

Materials Required

Adventurers Against Their Will

Chalkboard/chalk or whiteboard/markers

Word Web from Lesson 2

Audio player

Audio clip: Available as additional lesson materials at joanieschirm.com

Handout: "Holocaust Resistance: Jewish Resistance to the Nazi Genocide," Jewish Virtual Library: <https://www.jewishvirtuallibrary.org/jsource/Holocaust/grobres.html>

Lesson Procedure

Build Background

20 minutes

DOK 1-3

1. Begin the lesson by asking for general impressions of Chapters 7 and 8. Ask students to record at least one thing they have learned on their K-W-L chart. Allow a few minutes for students to do so, and then ask what facts stood out in the reading.
2. Tell students that they are going to listen to an audiotape of Valdik Holzer. Explain that, in this clip, Dr. Holzer describes how he escaped from his Nazi-controlled Czechoslovak army unit just after the Nazis occupied Czech lands. His daughter, Joanie Holzer Schirm, explains, “When Dad told this, it was exactly 50 years after the event (1989). What he doesn’t say is if after he got away he’d been found out, without discharge papers, he’d been taken in by the Gestapo and perhaps shot.”

You may want to play the clip twice. After the first time, ask students to listen more carefully to the tone and words Dr. Holzer uses to describe his experience. (Note: The three-minute audiotape is sufficient for students to hear the story, but consider playing the longer audiotape if there is time.) After listening to the tape a second time, lead a brief discussion about what it shows about Valdik Holzer and the situation at the time. Ask:

- What does the audio reveal about Dr. Holzer?
 - Did Dr. Holzer recognize the danger he was in? Why or why not?
 - How was his returning to Prague an act of resistance?
3. Tell students that you are going to talk about various forms of resistance. Display the word web the class completed for the word *resistance* on Lesson 2. Ask students whether their opinions about the word have changed.
 4. Distribute the handout, “Holocaust Resistance: Jewish Resistance to the Nazi Genocide”. Allow students a few minutes to read the handout before leading a discussion. Ask the following questions:
 - Are you surprised to learn about armed resistance in the ghettos and death camps? Would you expect there to be more examples of armed resistance? Why or why not?
 - It was common during the Holocaust for a group or an entire community to be punished for a single person’s violation of laws or rules. Is it right to challenge the law if you are thereby risking retribution on an entire community?
 - When and why is resistance important?
 - What examples of resistance are evident in *Adventurers Against Their Will*?

Guide students to recognize that resistance takes place in many forms—both physical and psychological. Display and/or read aloud the following paragraph from “Guidelines for Teaching about the Holocaust”:

“Resistance...usually refers to a physical act of armed revolt. During the Holocaust, it also meant partisan activism that ranged from smuggling messages, food, and weapons to actual military engagement. But resistance also embraced willful disobedience: continuing to practice religious and cultural traditions in defiance of the rules; creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to remain alive in the face of abject brutality was the surest act of spiritual resistance.”

5. Ask students to identify examples of resistance in *Adventurers Against Their Will*. As an example, discuss Dr. Holzer’s drawing of caricatures of Hitler. Focus particular attention on why people engage in resistance even when the risks are so great.

Write on the board the quote from the beginning of Chapter 7:

“My biggest achievement is that I survived.”

Ask: Is survival a form of resistance? Why or why not?

Small Group Activity: Pairs or Triads 10 minutes DOK 2-3

1. Break students into small groups of four or five. Have each group think of historical examples of people or groups of people who have engaged in resistance. Then, students should choose one of the examples and discuss the following questions:
 - What form of resistance did the parties take?
 - What were the components of the decision to implement the form of resistance?

Tell groups that they will report on their discussion.

Large Group Activity 25 minutes DOK 3-4

1. Reconvene the class. Ask each group to list historical examples of resistance. Write their examples on the board. Examples may include major events, such as the American Revolution; ongoing resistance activities, such as the Underground Railroad; and acts of resistance led by individual activists, such as Mahatma Gandhi or Martin Luther King, Jr.
2. Lead a discussion of the events that led to the decision to implement the form of resistance. Discuss what the people and events on the board have in common. Guide students to recognize that there is a moral dilemma involved in resistance because it often comes at great risk not only to the individuals engaging in the form of resistance, but also to others. Point out that even when resistance is nonviolent, it can result in violence. Repeat the question you asked earlier:

- When and why is resistance important?
3. Discuss the fact that the origins of the United States lie in resistance to British rule. Ask the following questions:
 - Do you think the fact that the United States' history is based on resistance changes our perception of government and its relationship to citizens?
 - Do you think the United States Constitution adequately protects citizens against the abuse of government? Why or why not?
 - How does political participation or civic participation relate to what we have learned about resistance?
 4. Conclude by discussing Malala, the co-winner of the 2014 Nobel Peace Prize. Show one of the following videos: “[Diane Sawyer Sits Down with the Inspirational Malala Yousafzai](#)”, or “[The Making of Malala Yousafzai: Story of Girl Shot in Taliban Attack](#)”.

Individual Reflection

5 minutes

DOK 3-4

After the video, have students record their thoughts and feelings in their journals. Ask them to write and record the following questions:

- Of everything you learned today, what did you find the most surprising or upsetting? Why?
- How would you define resistance? When and why is resistance important?

Note: If students do not have enough time to complete the K-W-L and reflection in class, one or both of these may be assigned as homework. Remind students to bring their K-W-L sheets and journal to class each period, as they will add to them for the duration of the unit.

Homework

Assign as homework Chapters 9-10 of *Adventurers Against Their Will*. Ask students to take notes on what they read.

Assessment

Consider students' participation in small- and large-group discussions to assess their understanding of the reading assignment and their ability to make connections among ideas. Review the responses to the reflection questions to assess whether students recognize the complexity of the factors that impact refugees.

Scoring Rubric

6	The student has shown a rigorous comprehension of the applicable concepts. The responses indicate a strong cognitive association between the topical concepts and their practical application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used correctly. There are no major errors, although some minor errors may be present.
5	The student has shown a full comprehension of the applicable concepts. The responses indicate a cognitive association between the topical concepts and their practical application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used. There are no major errors, although some minor errors may be present.
4	The student has shown an acceptable comprehension of the applicable concepts. The responses may indicate a cognitive association between the topical concepts and their practical application. The student provided a full and accurate answer to most relevant sections. There are minor errors in the use of subject-related vocabulary or terms. There are minor conceptual errors or omissions.
3	The student has shown a minimal comprehension of the applicable concepts. The responses indicate a narrow attempt to associate links between the topical concepts and their practical application. The student made an effort to answer two or more relevant sections. There is limited use of subject-related vocabulary or terms. The response contains some major errors or omissions. The response shows minimal comprehension.
2	The student has shown some comprehension of the applicable concepts. The responses do not indicate an effort to associate links between the topical concepts and their practical application. The student made an effort to answer one or more relevant sections. The use of subject-related vocabulary or terms may be absent. The response contains many major errors and omissions. The response shows limited comprehension.
1	The student's response is inadequate. Subject-related vocabulary or terms are absent. The answer(s) contains many substantial errors or omissions. The response shows little to no comprehension.
0	The student has shown no comprehension of the concepts and/or the response is impossible to understand.

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