

Classroom Lessons - *Living and Surviving in the Jewish Partisans*

Time: **Two 45-60 minute class sessions + optional homework or projects**

Audience: **Grades 6-12** (*Adapt content complexity as needed*)

Learning Objectives

Students will:

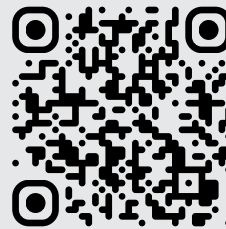
- Understand the experiences of Jewish partisans during WWII.
- Analyze the methods of survival under extreme conditions.
- Explore ethical decisions made under duress.
- Reflect on courage, resistance, and resilience.

Aligned Standards (California Common Core)

- Example of Common Core Standard, 6th grade:
CCSS.ELA-LITERACY.RH.6.2
- Example of Common Core Standard, 6th-8th grade:
CCSS.ELA-LITERACY.RH.6-8.2
- *See a complete list at the end of this document.*

Grades 6-12

(*Adapt content complexity as needed*)



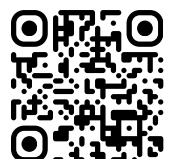
JPEF's film series, *Living and Surviving in the Partisans: Food, Winter, Medicine and Shelter* compliment this lesson plan. Narrated by Larry King (z"l), the films, 3 - 5 minutes long are accessible at <https://jewishpartisans.org/films>.



**CALIFORNIA TEACHERS COLLABORATIVE
FOR HOLOCAUST AND GENOCIDE EDUCATION**

This curriculum is a project of the California Teachers Collaborative for Holocaust and Genocide Education, established by the JFCS Holocaust Center, with support from the California Department of Education, Marin County Office of Education, and the State of California.

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Visit our website:
jewishpartisans.org



Living and Surviving in the Jewish Partisans

During World War II, approximately 30,000 Jewish men and women fought back against the Germans in organized, armed resistance units. They established secret encampments deep in the forests and mountains and hid beneath straw in barns provided by friendly farmers. They scavenged for food to eat, clothes to wear, and fuel to keep warm during the brutal Polish and Russian winters, as well as in cold, wet climates farther west. Despite these hardships, they found ways to strike back at their would-be killers, interrupting food and supply deliveries, sabotaging power plants and factories, and blowing up enemy trains.

These brave men and women were known as partisans, Jewish partisans. Most were civilians. Many were young, and many had left their homes behind. Being young freed them from the responsibilities that tormented those with small children or elderly parents in the besieged ghettos. Their struggle to survive against an enemy whose goal was to wipe them from the face of the earth is a little-known part of Holocaust history.

Jewish partisans were active in every Nazi-occupied country in Europe. Most joined existing non-Jewish partisan groups. In Lithuania, Jews

were active in 10% of all partisan units. It was these units that were responsible for 79% of all enemy train derailments. Jews also joined the French Resistance, known as the Maquis, and fought alongside fellow resisters in Greece and Italy.

Jewish partisans faced numerous obstacles. The German army occupied much of Europe, and local police forces were under their control. Enemies of the Nazis were not necessarily friends of the Jews. Antisemitism, the hatred of Jews, was widespread, particularly in rural areas of Eastern Europe. Traditional dress or accents often made it difficult for Jews to blend in. Jewish men, unlike many of their non-Jewish male counterparts, were almost always circumcised and therefore could be easily identified. Many villages harbored Nazi sympathizers. Turning in a Jew could earn a villager a bag of sugar or a bottle of vodka. Some collaborators hated Jews so much that they did not bother to collect their bonuses, and instead shot them on sight. Even in their own units, Jewish partisans had to conceal their identity lest they be subject to the antisemitism of their partisan comrades. Because of these dangers, Jewish partisans sometimes formed all-Jewish resistance units.



"The Search for Food". Sketch by Italian Jewish partisan, Eugenio Tedeschi. 1944. Jewish Partisan Educational Foundation Archive

Food

Partisan commanders faced the tremendous challenge of feeding their fighters and the members of the unit. The ability to secure food depended on several factors: the proximity of friendly locals, the country's geography and natural resources, and the size of the partisan unit. Despite wartime shortages in areas free from direct German rule, sympathetic townspeople and farmers could often be relied upon to supply partisans with food and other necessities. In areas under German control or occupied by unsympathetic farmers, searching for food could end in death.

To procure food, the partisans sometimes had to resort to force. "The friendly Polish peasant provided food for us—and the unfriendly Polish peasant provided food for us as well," recalled Mira Shelub. Shelub was seventeen when she and her sister escaped

to the forests to join the partisans. "When unfriendly villagers prepared food for the German occupiers, we took the food and left a receipt. The receipt said: 'The partisans were here.'" More than a jab at enemy forces, the receipts were intended to save the lives of farmers whose food fed the partisans rather than the Germans. With both sides taking food at gunpoint and threatening to punish those who supported their enemies, local farmers were faced with a difficult dilemma, no matter who they truly sided with.

Another source of food was the storehouses hurriedly abandoned by the retreating Germans. But this, too, brought its share of danger. "The Germans left mines and hidden bombs behind when they retreated, remembered Leon Idas, a Greek-born Jewish partisan. "We saw a nice meal in front of us, and we were hungry, but couldn't touch it."

To survive, many Jewish partisans put aside traditional dietary restrictions. Gertrude Boyarski found herself doing exactly that after six days of eating only snow with fourteen other partisans. "We found some potato peels with worms in them, and the head of a pig. We shared this between us. And I was crying as I was eating it, but we had gone days without food. It was a treasure."

As the war continued, some partisan groups began receiving much-needed supplies. In Eastern Europe, the Soviet government supplied Russian and Polish partisans by airdropping ammunition, counterfeit money, and occasionally vodka and chocolate! The British did the same for the Greek and Italian partisans in the Mediterranean theater of war.

Most partisan groups, however, were quite cut off from the world, and the difficulty of feeding their troops was a constant problem for the commanders.

A case in point was the all-Jewish partisan unit led by Frank Blaichman, who recalled: "We went into a Polish grocery, we were polite, we said 'Good evening. Please, we would like to buy bread, butter, some chicken.' They chased us away with axes and pitchforks... Later, when we acquired firearms, we returned. We did not point them at anyone, but they could see we were armed. They said, 'Gentlemen, how can we help you?' Suddenly, we were 'gentlemen'. And they gave us whatever we wanted. And it was, you know, a difference between day and night. Here we were called dirty Jews; with money we couldn't [buy] anything. And here he gave us anything that we wanted." The shopkeeper subsequently turned down Frank's offer of payment.

The Sky Above, The Ground Below

In constant fear of discovery, partisans were always on the move. Eastern Europe's vast and dense forests seemed to have been designed explicitly for partisan fighting. Many Jewish partisans who were local to the area knew these forests intimately. The Germans did not, and avoided them whenever possible—unfamiliar soldiers could get lost, be surrounded, and killed.

The forests also concealed "family camps" where Jewish escapees from the German camps or ghettos—many of whom were too young or too old to fight—hoped to wait out the war, sometimes shielded by Jewish fighting groups or their allies.

Establishing a camp was no easy task. Location was all-important, as was the size of the unit. Partisan camps had to be remote, yet close enough to a village or town to secure the necessities of life. Some partisan units were small, numbering dozens; others ran into the thousands. Large or small, all faced the problems of providing food and shelter, and most importantly, protection from the enemy soldiers and civilians who hunted them.

In the larger units, everyone had a specific task. Some foraged for food, some did the cooking, others stood guard or went on fighting missions. There were bakers, weapon cleaners, tailors, and shoemakers. The bakers and cooks needed firewood year-round. Large stores of firewood had to be laid for warmth in winter. Both were jobs for the wood gatherers. In the quest for survival, no skill or talent was left untapped.

In summer, warm weather allowed partisan groups in Eastern Europe to survive with minimal shelter. "The trees, the sky, the pine needle ground were our summer home," recalled Mira Shelub.

In France, Italy, and Greece, three factors greatly helped the partisans in their search for food and shelter: the climate was temperate, the local population was more sympathetic to their cause, and antisemitism was less pronounced.

Winter, however, showed an altogether different face. Freezing temperatures held sway in much of Europe. Added to the threat of death by a German bullet was the danger of death from exposure. Yet partisans found a way to cope. From their Soviet counterparts, they learned to build underground bunkers called *zemlyankas*, a Russian word meaning "dugout". *Zemlyankas* took many forms—some even held small stoves—but all were thoroughly camouflaged on the outside (See photo on page 5). The *zemlyankas* were key to partisan survival in the winter months. Mira Shelub, who spent her first winter in such an underground hut at the age of 17, called it "our winter home."

Abandoned homes and barns could also serve as refuges. Sympathetic farmers gave what help they could, often at the risk of their own lives. Sometimes, partisan units would plant their fighters in different parts of a village. If one party were caught, the others would live to fight another day. Says Shelub, "We would take over a town. We slept three in one house, three in another, and so on."

Coats At Gunpoint

Most Jewish partisans who fled the ghettos and camps did so with nothing more than the clothes on their backs. As with food, clothing was a scarce and valuable commodity. "I had a pair of boots that a friend found for me," recollected Polish-Jewish partisan Sonia Orbuch, "but they were too small. My blisters were as big as a fist. But I had to keep wearing them. They were all I had."

Orbuch was lucky to have shoes at all. Shoeless partisans were known to resort to extreme measures to protect their feet, especially in winter. Some partisans, for example, made their own footwear by wrapping their bare feet in strips of cloth and soaking their swaddled feet in water until their "boots" froze solid.

What clothes partisans possessed often were reduced to rags through constant wear. Any opportunity to acquire better clothing—a coat,



*A group of Jewish members of the Lenin battalion in the Lipczany forest.
Courtesy of Museum of Jewish Heritage Date: Unknown, Location: Soviet Union*

heavy boots, anything with fur to keep out the cold—was fair game. If villagers or farmers proved uncooperative, the partisans “organized” (stole) the warm clothes they needed, at gunpoint, if necessary. Sometimes clothing was taken from the corpses of fallen comrades-in-arms.

Likewise, dead enemies might yield winter coats and boots. German uniforms were particularly prized trophies: they were warm and served as disguises for future missions. A single item of clothing could make a world of difference, like the wool blanket Greek partisan Leon Idas gained after a successful skirmish with German soldiers. “That was the best present I ever had,” Leon recalled.

Blankets Of Snow

One had to go back one hundred years to find a winter as cold as the one that descended on Northern Europe in 1942. Large areas of Poland and the Soviet Union shivered in temperatures that dropped to 40 degrees Fahrenheit and lower. For partisans, the record-cold temperatures proved to be both a blessing and a curse. By cutting the German army’s supply lines, they slowed down their progress. When their equipment broke down, German troops were stranded in uniforms that could not withstand the cold. But the snow did more than that. It also helped them track down the enemy, and its brightness illuminated approaching figures from great distances. As Norman Salsitz recalled, “The night, the blizzard, the heavy rain, the heavy snow—these were our friends. The worse conditions were, the better it was for us.”

But what held for Germans also held for partisans. Footprints in the snow could give away their location. To prevent discovery, partisans would return to camp taking different routes. Some, like Jewish partisan Romi Cohn, even mastered the skill of walking backwards to avoid being tracked. Exposure to extreme temperatures could have disastrous, even fatal, consequences. Polish partisan Sonia Orbuch’s frost-bitten legs were severely burned when she sat too close to a fire that her numbed feet could not feel. Daniel Katz ran between five and seven miles each night in the Russian forest to keep from freezing to death. Partisans living in barns found an additional source of warmth in the body heat of animals. The unseasonably cold temperatures created other problems as well—fingers froze on weapons, guns jammed, and the smoke from even small fires could be seen for miles around.

Where safe shelters were at a premium, Jewish partisans slept outside on the ground, huddled close together for warmth. Frank Blaichman remembered the winter as follows: “We slept in the forest, in the freezing rain and snow. Sometimes for several days we were wet, and hungry, and still we didn’t give up. We were hardened, not softened.”

Field Medicine

The missions Jewish partisans undertook—sabotaging German forces and supplies, handling explosives, disrupting communications—were fraught with danger. Many fell ill, many were wounded and maimed, many paid with their lives. Medical care was in short supply. Sonia Orbuch was attached to a large unit of Soviet partisans and worked alongside the unit’s doctors, caring for sick and injured fighters. She recalls, “I did whatever I could for them—bring them food, give them medicine, change their bandages. There was no means of sterilization. When someone got better, we took their bandages and washed them, to use again.”

Sonia also recalled doctors scouring forest floors for herbs to supplement what medical supplies were available in nearby villages or stolen from the Germans. The most common illness was typhoid, a disease carried by lice. Because soap was scarce, partisans killed lice by boiling their clothes. But often, this was not enough. The lice spread more

quickly than they could be killed, and the diseases they transmitted took a heavy toll.

Most partisan groups had no doctors and treated the wounded themselves, turning to village doctors only as a last resort. Doctors, like other residents, might betray injured partisans or even kill them, as Norman Salsitz discovered in the nick of time. Wounded in a shootout with German collaborators, Salsitz went to the house of the only available physician, a Nazi sympathizer. Salsitz pretended to be a non-Jew, and the doctor willingly treated him. But when the doctor asked him to drop his pants for an injection, Salsitz realized his life lay in the balance, for circumcision identified him as a Jew. Pulling a grenade from his pocket, he told the doctor, "If you do anything, we will both die. Just give me the shot and let me go." The doctor complied, and Salsitz escaped.

Eta Wrobel survived a different challenge. Shot in the leg in the course of a mission, she went to see "a Polish doctor who was friendly to us." The bullet had been lodged in her leg for months, causing pain and swelling. "I would go when his wife was not there," she recalled, "because he said he didn't trust her. He gave me a knife and a bottle of spiritus [alcohol]. I removed the bullet myself. What choice did I have?" Later, Wrobel would use her hard-won expertise to remove bullets from the bodies of fellow partisans.

Zemlyankas

What would you do if you had to survive a freezing winter in the woods, with no special tools or materials for building a shelter? What if you didn't want anyone to find you? How would you make your shelter without attracting attention, and then, once you had built it, how would you disguise it?

Partisans hiding in the forests of Eastern Europe faced these dilemmas. They made shelters, which they called zemlyankas, from the Russian word for "dugout." Their building materials were taken from the forest itself and, whenever possible, from nearby villages. Careful to hide any evidence of their location, they usually did this work at night.

Eta Wrobel tells how her unit made zemlyankas: "We removed the earth and carried it many kilometers away. Then we would steal the doors to a barn, to make the door. We even moved trees onto the top. If anyone

saw us, we had to start again."

Everyone pitched in, racing against time to get the shelters ready. Simon Trakinski recalls: "One time we built a camp from nothing in three days," making bunkers for his group of 200 people. This work had to be done over and over again, as partisans kept moving, one step ahead of their enemies.

Inside the dark bunkers, the hours passed slowly. Simon Trakinski remembers that the only light came from little sticks of burning wood stuck into the earthen walls. The smoke stung his eyes and those of his comrades, and soot coated their faces. Eta Wrobel couldn't forget how hard it was to sleep. Ten or twelve people lay side by side, fully clothed and closely packed to keep warm. "When one person turned, everybody had to turn," she recalled.



*Shish Detachment Operating Table, Forest outside Pinsk. 1943.
Photographed by Jewish partisan Faye Schulman. Courtesy of USHMM*

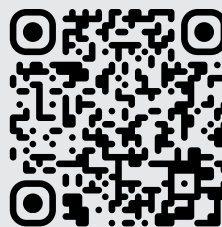
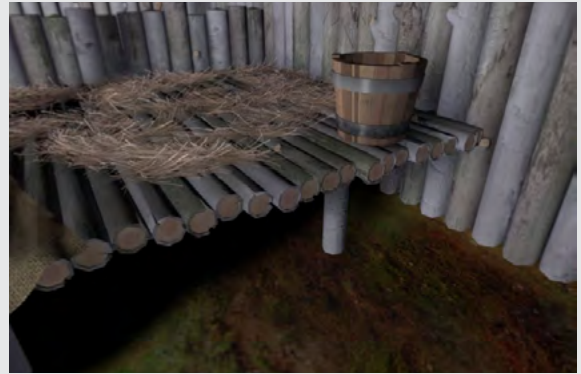
Living and Surviving in the Jewish Partisans *Lesson Plan*

Sometimes the discomfort, and particularly the fear of being closed in, was more overpowering than the cold. After Jews who were staying inside a zemlyanka had been murdered by Polish collaborators, Norman Salsitz resolved to never sleep in a zemlyanka again. "I decided I was not going to go in a bunker... because you couldn't even stand up, you were lying there—and the lice!" Instead, he slept outside, burrowed in the snow for warmth.

For most partisans, the zemlyanka was considered a place of refuge from the brutal cold. It was rough and cramped, but it kept them alive. The zemlyanka was, "as comfortable as possible under the circumstances," says Trakinski. "It could be quite cozy when it was thirty-five degrees below zero." As Wrobel says, "We were glad to have some place to go to."



*Jewish partisans in front of their shelter in the forest. 1944.
Courtesy of USHMM and the Ghetto Fighters' House*



Take a virtual tour of
a zemlyanka on the
JPEF website
jewishpartisans.org/hideout.



Classroom Lessons - *Living and Surviving in the Jewish Partisans*

Study Guide Summary

Title: **Living and Surviving In the Jewish Partisans**

Background

During WWII, approximately 30,000 Jewish men and women resisted Nazi oppression by joining partisan groups across Europe. Despite immense hardships—hunger, cold, betrayal, and antisemitism—these individuals organized sabotage missions, established camps in forests, and did what was necessary to survive and resist.

Key Themes

- Survival Strategies: Scavenging food, finding shelter, adapting to brutal winters
- Identity and Antisemitism: Concealing Jewish identity even within partisan groups
- Resourcefulness: Making footwear, reusing medical supplies, building bunkers (zemlyankas)
- Danger and Courage: Avoiding betrayal, escaping ghettos, and facing harsh environments

Target Grades

Grades 6–12 (adapt content complexity as needed)

Lesson Duration

Two 45-60 minute class sessions + optional homework or projects

Learning Objectives

Students will:

- Understand the experiences of Jewish partisans during WWII.
- Analyze the methods of survival under extreme conditions.
- Explore ethical decisions made under duress.
- Reflect on courage, resistance, and resilience.

Lesson 1: Introduction to the Jewish Partisans

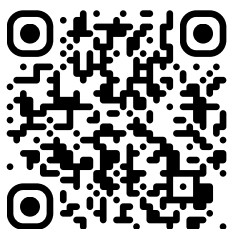
Activities:

1. Warm-Up Discussion (10 min):

- Prompt: *What do you think it takes to survive in the wilderness during wartime?*

2. Watch 1-4 of JPEF's short films on **Living and Surviving in the Jewish Partisans (4-15 min)** at

<https://jewishpartisans.org/films>:



- Food - 3:52 min
- Medicine - 4:42 min
- Shelter - 4:40 min
- Winter and Night - 4:12 min

3. Close Reading (20 min):

- Read excerpts from the guide in small groups, focusing on "Food" and "Zemlyankas."

4. Think-Pair-Share (10 min):

- *Using the discussion sheets, each student completes a sheet based on information gathered from the film. The answers are the basis for discussion among the small groups. (Worksheets attached.)*

Lesson 2: Living in Resistance

Activities:

5. Zemlyanka Design Challenge (30 min):

- In small groups, design a model zemlyanka using craft materials or paper.
- Requirements: camouflage, insulation, space for multiple people.

6. Ethics in the Forest (15 min):

- Scenario Role Play: Students receive moral dilemmas (e.g., stealing food, using violence to survive) and act out/resolve them in pairs or groups.

7. Reflection Journal (10 min):

- Prompt: *How do you think you would have handled these situations? Why?*

Lesson Activities Menu

1. “Survive the Forest” Simulation Game:

- Class simulation where students must make daily choices to survive, such as getting food, hiding, and building shelter. Include “event cards” for obstacles and successes.

2. Partisan Profiles Poster Project:

- Each student or pair selects a partisan (from the study guide or JPEF’s websites at www.jewishpartisans.org and jewishpartisancommunity.org). Create a visual biography that includes a map, a story, quotes, and the survival tactics used.

1. Scaffolding addition: Each student writes a poem about the partisan to highlight their uniqueness.

3. Build-a-Camp Blueprint:

- Design a whole partisan camp on large paper or using an online tool. Include roles, responsibilities, food/water sources, and emergency escape plans.

4. “What Would You Eat?” Activity:

- Students receive cards with wartime food options (e.g., worms, snow, pig head, raw potatoes, etc.) and must “ration” their weekly meals based on real constraints.

5. “Code a Message” Station:

- Learn how partisans communicated secretly. Students write coded or symbol-based messages and try to decipher each other’s.

6. Resistance Newspaper:

- Students create a 1943 “underground” newspaper reporting on sabotage missions, challenges, and successes of Jewish partisans.

7. First-Person Diary Entry:

- Write a diary entry as a partisan hiding in the forest during a harsh winter. Include thoughts, fears, and actions.

8. Map It Out:

- Use historical maps to trace movements of partisans, marking resistance areas, camps, and missions.

9. Medical Triage Simulation:

- Act out triage scenes with limited resources. Assign roles: doctor, wounded, helper. Based on real field medicine practices.

Critical Thinking Questions for Pair, Group, and Classroom Discussion

1. Many Jewish partisans were teenagers when they joined the resistance. Do you think that being young was an asset or a hindrance? Make a list of possible assets and hindrances. What character traits do you think were necessary for someone to survive as a partisan?
2. In many cases Jewish partisans did not know whether the locals were hostile to Jews, sympathetic to their plight or had yet to choose sides. Yet, the partisans’ survival required them to engage with the local people.
At times, we all make choices involving people whose motives we aren’t sure of. What makes it possible for people to cooperate with people they don’t trust? What cues can help you make a decision? How can you apply these cues and incorporate considered actions in your own life, for example, when playing group sports, working on a collaborative class project, etc?
3. In your opinion, what was the role of pure “luck” in partisan survival? Provide an example from a biography that you read.
4. If non-Jews were caught aiding Jews, they and their families could be killed. Yet some non-Jews did help. This led to a society where people were forced to lie to and deceive each other. Find an example from the reading that demonstrates this. What does this tell you about what life was like for those under Nazi occupation?

Assessment Ideas

- Participation in simulation and discussions
 - Completed zemlyanka designs
 - Reflection journals and diary entries
 - Resistance newspaper project
 - Poster presentations on partisan profiles
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Differentiation

- **Grades 6–8:** Focus on storytelling, visuals, simplified vocabulary
- **Grades 9–12:** Dive deeper into moral complexity, leadership dynamics, and historical context

Group Discussion: Food

Name(s):

Comprehension

1) What were the challenges Jewish partisans faced in finding food? How did they overcome these challenges?

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2) What were the main foods partisans ate?

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3) How did the partisans use food as a weapon?

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Critical Thinking

1) Do you think that Jewish partisans were justified in stealing food or even taking it at gunpoint? Why or Why not? What might be an argument for the opposite point of view?

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2) Why might some farmers have refused to give food to the partisans? Why might others have supported the partisans?

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3) How can we best help those in need right now?

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Group Discussion: Winter and Night

Name(s):

Comprehension

1) What did partisans require medical care for (both as a result of combat and due to the circumstances they needed to survive)?

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2) How did they meet – or try to meet – these needs?

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3) How did partisans keep themselves warm?

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Critical Thinking

1) If you could make a wish list for the partisans, choose four items or resources that could have made surviving the winter easier (you can include items that we have today which were unavailable during the war). Explain why you chose these items.

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2) At the end of the film, Jewish partisan Abe Asner says, "The night was our mother." What do you think Abe meant by this? How do you feel about the nighttime?

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3) What dangers and benefits might darkness provide for refugees on the run from genocide or other forms of oppression in modern times?

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Group Discussion: Medicine

Name(s):

Comprehension

1) What were the dangers of the extreme weather that partisans faced?

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2) How did partisans use the weather and night to their advantage?

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3) How did antisemitism make finding medical care even more difficult for Jewish partisans?

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Critical Thinking

1) Many medical challenges that would be considered minor to many could be crippling or deadly for the partisans. What are some situations today where people face such challenges, and what can ordinary people do to help?

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2) Eta Wrobel had to dig a bullet out of her own leg without anesthesia or training. What qualities do you think people rely on to overcome such adversity? What qualities do you rely on to overcome small and large challenges?

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Group Discussion: Shelter

Name(s):

Comprehension

1) Why was shelter so important for the partisans? What were the downsides / dangers of building or looking for shelter?

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2) Describe or draw a diagram of a zemlyanka (you can find out more at www.jewishpartisans.org/zemlyanka).

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3) How else did partisans find shelter?

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Critical Thinking

1) Many other Jews also escaped to the forest, living in unarmed 'family camps'. What additional challenges/dangers would unarmed refugees face and how might they have overcome them?

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2) Today, many enjoy camping as a sport and recreational activity. We even have 'survivor' television shows that show people living and moving under difficult and treacherous conditions. Describe how life as a partisan was different from camping or what people experience in reality television.

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Resources

Books

Rather Die Fighting

Blaichman, Frank

Arcade Publishing, 2009

We Fought Back: Teen Resisters of the Holocaust

Zullo, Allan

Scholastic, 2012

<https://www.amazon.com/We-Fought-Back-Resisters-Holocaust/>

A Partisan's Memoir: Woman of the Holocaust

Schulman, Faye

Second Story Press, 1995

Never the Last Road: A Partisan's Life

Shelub, Mira and Rosenbaum, Fred

Lehrhaus Judaica in partnership with JFCS Holocaust Center; 1st edition (2015)

The Defiant: A True Story of Escape, Survival, and Resistance

Yoran, Shalom

St. Martin's Press, 1996

Films

Daring to Resist: 3 Women Face the Holocaust

Attie, Barbara and Lubell, Martha Goell

Women Make Films, 1999

www.pbs.org/daringtoresist

Defiance

Zwick, Edward

Paramount Vantage, 2008

www.paramount.com/movies/defiance

Four Winters

Mintz, Julia

Full Res Productions in association with MiLa Media, New Moon Films and Primrose Hill Studio, 2022

<https://fourwintersfilm.com>

Professional Development

Living and Surviving in the Partisans, video course (free)

Warm CEUs from Touro College

<https://jewishpartisans.org/elearning>

English Language Arts Grade 6

RI: Reading Standards for Informational Text

RI 6.1 (Key Ideas and Details) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 (Key Ideas and Details) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3 (Key Ideas and Details) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6.7 (Integration of Knowledge and Ideas) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W: Writing Standards

W 6.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 6.2 (Text Types and Purposes) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL: Speaking and Listening Standards

SL 6.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 6.2 (Comprehension and Collaboration) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

L: Language Standards

L 6.1 (Conventions of Standard English) Demonstrate command of the

conventions of standard English grammar and usage when writing or speaking.

L 6.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 6.6 (Vocabulary Acquisition and Use) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Grade 7

RI: Reading Standards for Informational Text

RI 7.3 (Key Ideas and Details) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI 7.7 (Integration of Knowledge and Ideas) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

W: Writing Standards

W 7.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 7.2 (Text Types and Purposes) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 7.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources. W 7.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL: Speaking and Listening Standards

SL 7.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 (Comprehension and Collaboration) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 7.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L: Language Standards

L 7.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 7.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English Language Arts Grade 8

RI: Reading Standards for Informational Text

RI 8.3 (Key Ideas and Details) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W: Writing Standards

W 8.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 8.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W 8.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W 8.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL: Speaking and Listening Standards

SL 8.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 8.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L: Language Standards

L 8.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 8.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 8.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English Language Arts Grade 9

RI: Reading Standards for Informational Text

RI 9.7 (Integration of Knowledge and Ideas) Analyze various accounts

of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W: Writing Standards

W 9.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 9.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 9.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W 9.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 9.9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL: Speaking and Listening Standards

SL 9.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 9.4 (Comprehension and Collaboration) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

L: Language Standards

L 9.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 9.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 9.3 (Knowledge of Language) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Literacy in History/Social Studies Grade 7 and 8

RH: Reading Standards

RH 7-8.1 (Key Ideas and Details) Cite specific textual evidence to

support analysis of primary and secondary sources.

RH 6-8.3 (Key Ideas and Details) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH 6-8.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH 6-8.7 (Integration of Knowledge and Ideas) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST: Writing Standards for Literacy in History/Social Studies

WHST 6-8.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST 6-8.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST 6-8.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

Literacy in History/Social Studies Grade 9

RH: Reading Standards

RH 9.3 (Key Ideas and Details) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 9.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WHST: Writing Standards for Literacy in History/Social Studies

WHST 9.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST 9.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 9.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Grade 10

RI: Reading Standards for Informational Text

RI 10.3 (Key Ideas and Details) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W: Writing Standards

W 10.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 10.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 10.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W 10.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 10.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL: Speaking and Listening Standards

SL 10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 10.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

L: Language Standards

L 10.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 10.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 10.3 (Knowledge of Language) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

English Language Arts Grades 11 and 12

RI: Reading Standards for Informational Text

RI 11-12.3 (Key Ideas and Details) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI 11-12.7 (Integration of Knowledge and Ideas) Integrate and evaluate multiple sources of information presented in different media

or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W: Writing Standards

W 11-12.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 11-12.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11-12.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W 11-12.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL: Speaking and Listening Standards

SL 11-12.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 11-12.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L: Language Standards

L 11-12.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 11-12.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy in History/Social Studies Grade 10

RH: Reading Standards for Literacy in History/Social Studies

RH 10.3 (Key Ideas and Details) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 10.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WHST: Writing Standards for Literacy in History/Social Studies

WHST 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 10.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST 10.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 10.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

Literacy in History/Social Studies Grades 11 and 12

RH: Reading Standards for Literacy in History/Social Studies

RH 11-12.7 (Integration of Knowledge and Ideas) 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.

RH 11-12.9 (Integration of Knowledge and Ideas) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST: Writing Standards for Literacy in History/Social Studies

WHST 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST 11-12.7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 11-12.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

About the Jewish Partisan Educational Foundation

The Jewish Partisan Educational Foundation (JPEF) empowers young people to fight against antisemitism by utilizing the real-life lessons of young Jewish partisans as role models. JPEF brings the partisans' legacy of heroic resistance to millions of students and educators worldwide through innovative educational materials, original films, interactive websites, teacher education, classroom lesson plans, and partnerships with global Holocaust organizations. The Jewish partisans fought against antisemitism 80 years ago, and JPEF continues that fight today.

Founded in 2000, by filmmaker Mitch Braff, JPEF initially began collecting video testimonies from Jewish partisans to bring what had previously been the unknown history of approximately 30,000 Jews who fought back against the Nazis and their collaborators to the world. By 2001, the organization had launched its website, which houses 54 Jewish partisan biographies and interviews today. A large number of them feature Jewish women who defied gender norms to resist genocide and hate.

By 2014, JPEF had directed and produced 12 PBS-quality short films for use in middle and high school classrooms on subjects ranging from Jewish women in the partisans to the challenges of living and surviving in the forests - finding food, medicine, and shelter during brutally hot summers and freezing winters. Among JPEF's essential resources are easy-to-use classroom lesson plans on these subjects and many more. JPEF collaborated with Academy Award-winning director Ed Zwick and Paramount Vantage on the film *Defiance*, about the largest all-Jewish partisan brigade, which was responsible for saving more than 1,200 Jews - women, men, children, and the elderly during the Holocaust.

Teaching with Defiance is one of JPEF's most popular classroom lessons, combining clips from the film, which stars Daniel Craig and Liev Schreiber, to teach young people about history, ethics, leadership, and values.

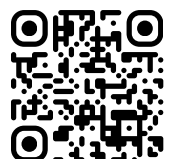
In 2024, JPEF launched its newest curriculum, *Foundations of Resistance: A Curriculum to Counter Antisemitism for Grades 6-12*. Through a series of four lessons, each containing an unique student webquest, young people learn why they should and how they can speak out and stand up against antisemitism and hate in their lives. These lessons, produced with funding from the California Teachers Collaborative for Holocaust and Genocide Education are available at www.jewishpartisans.org/pictures-of-resistance-virtual-exhibit.

Pictures of Resistance: The Wartime Photographs of Jewish Partisan Faye Schulman is JPEF's traveling exhibit of 30 photographs with accompanying narratives taken by the only known female Jewish partisan photographer. It has toured the world from San Francisco to Melbourne. A digital exhibit of the photographs, with narration by Faye herself, assisted by award-winning actor Jason Isaacs, is now available on the JPEF website at: www.jewishpartisans.org.

JPEF's curriculum materials are available to educators for free, including its online professional development courses that award CEUs from Touro College upon completion. Nine lessons, all under one hour, are available on subjects ranging from Tactics of Resistance to Finding Leadership. <https://jewishpartisans.org/elearning>

JPEF hosts another 95 Jewish partisan biographies on its auxiliary site, Jewish Partisan Community, at www.jewishpartisancommunity.org

We welcome you and your students to use all of our resources!



Visit our website:
jewishpartisans.org

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