



FOUNDATIONS OF RESISTANCE

A Curriculum to Counter Antisemitism for Grades 6-12

CHOOSING
KNOWING
UNDERSTANDING
BUILDING

TEACHER'S GUIDE

UNDERSTANDING THE PARTISANS

A 50-minute classroom lesson for grades 6-12

featuring an interactive webquest



JEWISH PARTISAN
EDUCATIONAL FOUNDATION



CALIFORNIA TEACHERS COLLABORATIVE
FOR HOLOCAUST AND GENOCIDE EDUCATION

resist.jewishpartisans.org

The Jewish Partisan Educational Foundation (JPEF) presents, *Foundations of Resistance: A Curriculum To Counter Antisemitism for Grades 6-12*.

This is the Teacher's Guide for ***Understanding the Partisans: a 50-minute classroom lesson for grades 6-12***, one of four classroom lessons from this curriculum. The three other Teacher's Guides in this set are titled:

- *Choosing Leadership: a 50-minute classroom lesson for grades 10-12*
- *Knowing Antisemitism: a 50-minute classroom lesson for grades 9-12*
- *Building Resistance: a 50-minute classroom lesson for grades 10-12*

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For the Partisans



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THE JEWISH PARTISANS

par·ti·san *noun*

a member of a group of people who join together to fight an enemy that has taken control of their country by military force



During the Holocaust, approximately 30,000 Jews joined or formed armed resistance groups as a last resort to survive. Many of them were ordinary teenagers who escaped the ghettos and work camps created for their extermination. Forced to hide in the forests and mountains, these Jewish partisans fought the Nazis and their collaborators across Europe and the Soviet Union, helping turn the tide of the war.

Jewish partisans attacked military and strategic targets, destroying enemy power plants, factories, and hundreds of Nazi supply trains, convoys, and bridges. They forced the Nazis to expend significant resources combating them, diverting their focus from fighting the Allies. Most successful partisan activities took place under the camouflage of night and with the help of the local population.

Jewish partisans lived under harsh conditions without real shelter to protect them from freezing temperatures and storms. Medical supplies were scarce, and partisans died from infection and disease. Bandages were washed and reused whenever possible. Yet despite their extreme circumstances, Jewish partisans found ways to save thousands of lives, in some cases, literally breaking Jews out of the ghettos.

While the partisans fought in armed groups, Jewish people resisted the Nazis and their collaborators in many ways. Some risked their lives to smuggle children to safety. Others created fake documents to ensure safe passage for Jews to non-occupied countries. Jews in work camps sabotaged guns and other products the Nazis forced them to make. And by observing Jewish religious practices when it was dangerous or deadly to do so, many Jews engaged in spiritual resistance against the enemy.

Learning about the Jewish partisans often transforms students' understanding of the Jewish experience during the Holocaust. Their history is an ideal lens through which to teach students why they should and how they can resist antisemitism and hate. The Jewish partisans represent resistance. Their stories are an example of how young people have the potential to do enormous good by choosing to lead, countering antisemitism and hate, caring for others, and striving to build a better world.

The Jewish Partisan Educational Foundation (JPEF) produces free educational materials about the Jewish partisans of World War II and resistance against antisemitism and hate. JPEF offers lessons, study guides and films for grades 6-12 in History, Social Studies, English, and numerous other relevant subjects. Educators use JPEF's materials in thousands of schools worldwide.

Life Lessons of the Jewish Partisans

- Leadership is accessible to everyone
- Resisting antisemitism begins with identifying antisemitism
- Empathy plays a critical role in maintaining a healthy society
- Rise to action in the face of injustice



Understanding the Partisans

ANTISEMITISM

In recent years, there has been a significant rise in antisemitism throughout the world, with people increasingly scapegoating Jews for the ills of society. Most notably, there has been a disturbing increase in antisemitism in the United States. A 2022 Anti-Defamation League (ADL) study found that 85% of Americans believe at least one antisemitic stereotype about Jewish people and 20% believe six or more antisemitic stereotypes.

According to the FBI, there are more hate crimes against Jews than against all other religious groups combined. As a result, Jewish communities increasingly feel under assault. Jewish people report feeling anxious, losing sleep, hiding their Jewish identity, and avoiding Jewish spaces and gatherings.

Antisemitism is generally defined as prejudice against or hatred of Jewish people. But perhaps it is more usefully understood as a conspiracy theory about how the world operates. Known as “the longest hatred,” antisemitism is based on centuries-old malicious lies and tropes. It is uniquely used as an umbrella explanation for all societal problems, suggesting that Jews are the clandestine operators of the world, acting for their own malevolent purposes and gain.

Antisemitism reflects how society chooses to address its problems and challenges. Due to the all-encompassing nature of antisemitism, when people turn to conspiracy theories to explain the causes of society’s problems, Jews are often the first group of people to become scapegoats—but scapegoating rarely ends with the Jewish people. For example, in recent years, the antisemitic “Great Replacement” conspiracy theory not only incited the White Supremacist mass murder of Jews at the Tree of Life Synagogue in Pittsburgh, but also the mass murder of Black Americans at the Emanuel African Methodist Episcopal Church in Charleston and a supermarket in Buffalo; the mass murder of Latino and Hispanic immigrants at a store in El Paso, and the mass murder of Muslims at the Al Noor Mosque in New Zealand.

These events are examples of why antisemitism is frequently compared to “the canary in the coal mine,” as its escalation is often a harbinger of increased hostility and hate towards other communities. Antisemitism serves as a barometer of the health of a society, a bellwether of hate crimes and extremism, and a marker for how human beings are treating one another.

As every society faces problems and challenges, the scapegoating of Jews knows no boundaries. It festers in every country, regardless of whether its Jewish population is large, medium, small, or non-existent. It is beholden to no political party or affiliation and can be found across the political spectrum, though more frequently towards the extremes. It is revealed, often unwittingly, in our workplaces, personal relationships, and by friends and family members.

Antisemitism mutates, uniquely finding its path into every cultural medium. It courses through the internet and social media. It infects popular culture—music, sports, film, TV, and multiplayer gaming. It is propagated by religious institutions, governments, systems of news, colleges and universities, and now, most insidiously, antisemitism has become rampant in our schools.

In the last decade, the number of antisemitic incidents (i.e. harassment, vandalism, and assault) have increased over 900%—from 912 incidents in 2014 to nearly 8,900 in 2023. More than 1 in 8 of these incidents occurred at schools. These figures included over 1,000 bomb threats in 2023 toward synagogues and other Jewish institutions, up from 91 the previous year. Since the October 7th Hamas attack on Israel, antisemitic incidents have risen by 361%.

Widely-used and accepted definitions of antisemitism include:

The United States Holocaust Museum and Memorial (USHMM)

Antisemitism is prejudice against or hatred of Jews.

Merriam-Webster Dictionary

Hostility toward or discrimination against Jews as a religious, ethnic, or racial group

The International Holocaust Remembrance Alliance (IHRA)

Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

The Office for Democratic Institutions and Human Rights (ODIHR) and UNESCO

Antisemitism is a negative perception of the Jewish people [and] actions [towards them] motivated by bias or hatred and ideologies that sustain it. Antisemitism is a distinctive form of intolerance in the fact that it often models the targets of hatred as powerful and influentially malign, and in the enormity of its consequences in the twentieth century, in the Holocaust. Antisemitism is characterized by recurrent myths, tropes, and narratives about Jews. These are mobilized by different political tendencies at different moments when Jews are made the subject of political debate.

The Nexus Document

Antisemitism consists of anti-Jewish beliefs, attitudes, actions, or systemic conditions. It includes negative beliefs and feelings about Jews, hostile behavior directed against Jews (because they are Jews), and conditions that discriminate against Jews and significantly impede their ability to participate as equals in political, religious, cultural, economic, or social life.

***Foundations of Resistance utilizes the USHMM definition of antisemitism.
While numerous definitions are valid, this shorter definition is easier
for students in grades 6-12 to remember.***

FOUNDATIONS OF RESISTANCE

“Resist! Resist to your last breath!”

–Abba Kovner, Jewish partisan

The Jewish Partisan Educational Foundation (JPEF) has produced *Foundations of Resistance: A Curriculum to Counter Antisemitism for Grades 6-12* to combat the appalling resurgence of antisemitism in the United States and around the world. *Foundations* has been developed with the California Teacher’s Collaborative on Holocaust and Genocide Education, led by the Jewish Family and Children’s Services Holocaust Center of San Francisco.

Foundations of Resistance consists of four classroom lessons that utilize the extraordinary history of the Jewish partisans of World War II to inspire and empower students to resist antisemitism and hate. To accomplish this, the curriculum posits four perpetual goals as foundational to countering antisemitism:

- **CHOOSING:** Creating a better society
- **KNOWING:** Creating a more informed society
- **UNDERSTANDING:** Creating a more caring society
- **BUILDING:** Creating a more just society

CHOOSING: Creating a better society

Antisemitism reflects how society chooses to address societal problems. Promoting a society driven by goodwill leads to solving our collective challenges rather than scapegoating specific groups and communities. It is the will to do good that leads to *choosing* not to be a bystander. As Holocaust scholar Yehuda Bauer puts it, “Thou shalt not be a victim, thou shalt not be a perpetrator, but, above all, thou shalt not be a bystander.”

The long-term fight against antisemitism must be focused on shaping the institutions and mechanisms of society that can drive and diminish antisemitic beliefs and behavior. While objectively neutral, these social constructs can be used to promote facts or falsehoods, empathy or narcissism, and objectivity or bias. The institutions and mechanisms of society that most influence our behavior and morality today include, but are not limited to, government, education, social media, entertainment, religious institutions, news, and multiplayer gaming.

The development of these constructs will be influenced, shaped, and directed by tomorrow’s leaders. By cultivating values-based leaders of goodwill, we can create positive social constructs that counter antisemitism, promoting an informed, caring, and just society.

KNOWING: Creating a more informed society

Resisting antisemitism requires identifying antisemitism. Based on centuries-old malicious lies and tropes, antisemitic conspiracy theories are uniquely used as “umbrella explanations” for societal problems, suggesting that Jews are the clandestine operators of the world, acting for their own malevolent purposes. Gaining the ability to call out antisemitic conspiracy theories by identifying their origins is the next critical step in effectively countering antisemitism. By *choosing* to create a society that values knowledge and intellectual curiosity, we are more likely to succeed at distinguishing facts from falsehoods, avoiding our baser inclinations to scapegoat others.

UNDERSTANDING: Creating a more caring society

When we strive to understand the experiences of others, we identify with their humanity, recognizing them as unique individuals rather than collective stereotypes. The Jewish partisans lived in a time and place bereft of common empathy, contributing to an atmosphere conducive to societal derangement and the horrors of the Holocaust. By *choosing* to learn about the experiences of others—their motivations, interactions, and goals—we can cultivate our own empathy, help people feel more understood and less alone, and bring about a healthier, more caring society.

BUILDING: Creating a more just society

Prosocial behavior includes helping, sharing, volunteering, and cooperation. However, these activities can have negative outcomes when they are rooted in biases. This is why knowing and understanding are essential prerequisites to positive social action. By *choosing* objectivity over personal belief, we are more likely to find effective and ethical solutions to our problems. Positive social action is objective and leads to building a more just society.

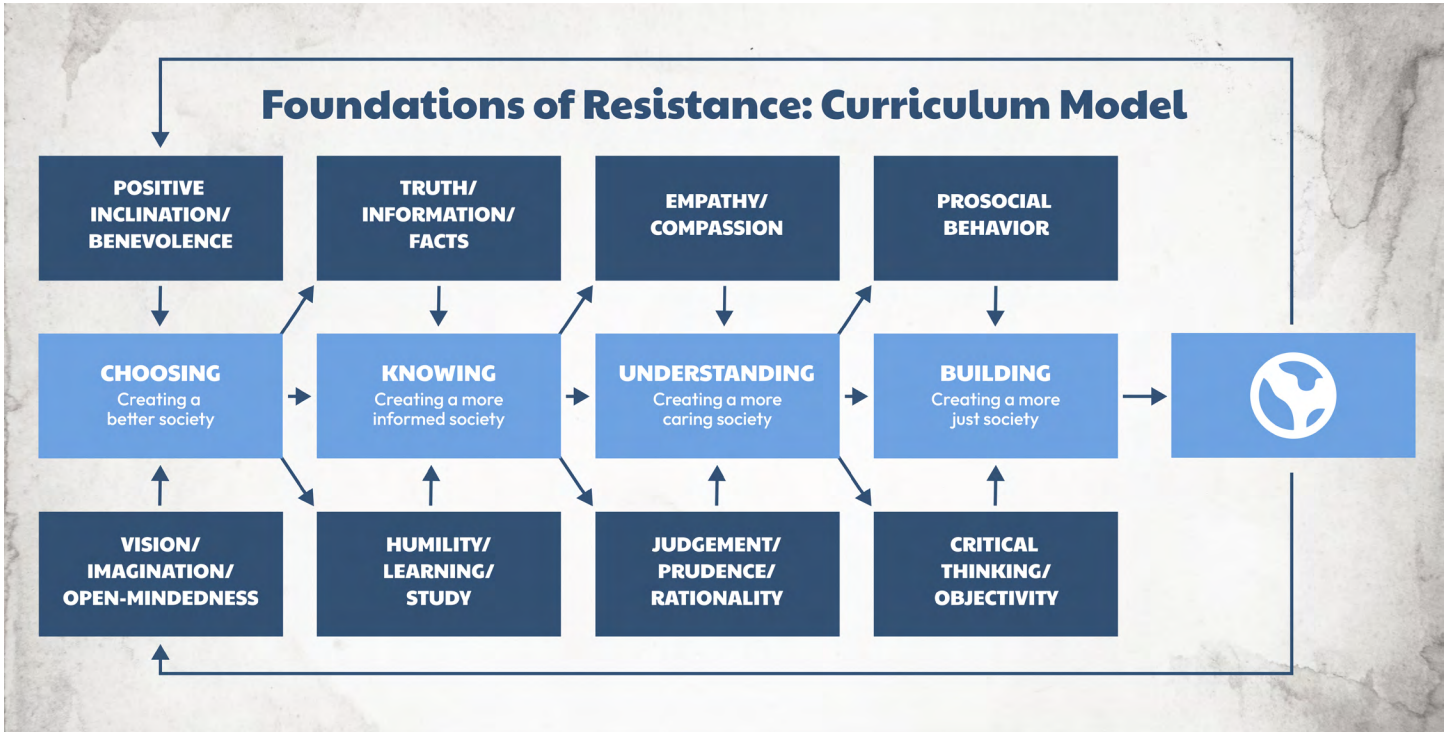
As antisemitism becomes increasingly rampant in our schools, teachers must form the critical front line against the threats posed and foreshadowed by its escalation. JPEF is committed to producing new and innovative educational resources to support the leadership of teachers and their work to counter antisemitism in our schools.

Education is our greatest tool in the fight against antisemitism. The curriculum's primary aim, *to teach students why they should and how they can resist antisemitism*, is in alignment with goal 1.1 of The 2023 U.S. National Strategy To Counter Antisemitism: Increase School-Based Education about Antisemitism, Including the Holocaust, and Jewish American Heritage.

From the 2023 U.S. National Strategy: “Both antisemitism and Holocaust education specifically can teach students about hate, bigotry, racism, and prejudice more broadly. When conducted effectively, Holocaust education provides enduring lessons for all communities and encourages students to think critically about their own roles and responsibilities to stand up against hate.

This education enables students to understand what can happen in a democratic society when hatred goes unchecked, when people are silent as their neighbors are marginalized and murdered. A compilation of efforts nationwide will help states and nongovernmental organizations improve and increase teaching about the Holocaust and antisemitism as well as other forms of hate, bigotry, and genocide.”

CURRICULUM STRUCTURE & DESIGN



Lesson Structure

Foundations of Resistance lessons take approximately 50 minutes to complete (one class block period), and can be used as standalone lessons, or combined with other lessons to create a short unit of study. Lessons contain four parts:

1. Teacher-led lesson introduction
2. Interactive webquest
3. One-on-one or small group discussion
4. Teacher-led lesson conclusion

Lesson Selection by Grade

For Grades 6-8: *Understanding the Partisans* is the ideal lesson for grades 6-8. The other three Foundations of Resistance lessons require greater maturity and are not intended for these grades.

For Grade 9: *Knowing Antisemitism* and *Understanding the Partisans* are both ideal lessons for grade 9. They may be presented as standalone lessons or as a two-lesson unit of study. If using both lessons, JPEF recommends conducting *Knowing Antisemitism* first, followed by *Understanding the Partisans*.

For Grades 10-12: All four lessons can be used in this grade range. Teachers can use them individually as stand-alone lessons or combine two, three, or all four for a short unit of study. If selecting multiple lessons, any combination of two, three, or four lessons work together, though we suggest teaching them in the following order: *Choosing Leadership*, *Knowing Antisemitism*, *Understanding the Partisans*, *Building Resistance*.

Lesson Selection by Subject

- If selecting a lesson that delves into the **history of the Jewish partisans**, we suggest *Choosing Leadership* or *Understanding the Partisans*
- If selecting a lesson about the **accessibility of leadership, leadership styles**, and **setting values-based goals**, we suggest *Choosing Leadership*
- If selecting a single lesson that provides an **exploration of the subject of antisemitism** and **how to dismantle antisemitic conspiracy theories**, we suggest *Knowing Antisemitism*
- If selecting a lesson that focuses on **empathy** and **cultivating empathetic behavior**, we suggest *Understanding the Partisans*
- If selecting a single lesson to teach about **positive social action** and **how to resist antisemitism and hate**, we suggest *Building Resistance*

Webquests

Highlighting the curriculum are four innovative webquests—online educational programs that guide students through a series of interactive pages with thought-provoking subjects. Students make choices about which subtopics they want to explore as they advance. JPEF webquests use interactive images, illustrations, timelines, and other engaging mechanisms to create an immersive educational experience. Teachers can access their students' webquest responses online for review and assessment.

Student Responses PDF

At the end of each webquest, a PDF is produced that lists the responses students entered to key questions. This PDF serves as the basis of the group discussions that follow the webquest portion of the lesson. Students can view their PDFs online or print them out if it is more convenient. In addition, these PDFs can be downloaded for students to save or send to themselves.

Unless self-deleted, it is important to note that a student's customized PDF is only available to download for two hours after completing their webquest before being automatically deleted. Teachers will be able to access student responses until they choose to delete them.

Assessment

At the beginning of their webquest, students will be prompted to enter their name and teacher's code (assigned to you when you registered online). When students submit their webquest, their responses are stored for you to access when you log in to the curriculum website. Student information will not be saved by JPEF and is only stored for teacher use.

LESSON 1

CHOOSING LEADERSHIP

FOR GRADES 10-12

THEMES:

Creating a better society, Choosing vs Bystanding, Goodwill and Vision

ESSENTIAL QUESTIONS

- Who were the Jewish partisans?
- What is leadership?
- What type of leader do I want to be?
- How can I realize values in the world?
- How does values-based leadership create a better world?

LESSON 2

KNOWING ANTISEMITISM

FOR GRADES 9-12

THEMES:

Creating a more informed society, Knowing vs Ignoring, Truth and Learning

ESSENTIAL QUESTIONS

- Who are the Jewish people?
- What is antisemitism?
- How can I dismantle antisemitic conspiracy theories?
- Why is the fight against antisemitism relevant to us all?

LESSON 3

UNDERSTANDING THE PARTISANS

FOR GRADES 6-12

THEMES:

Creating a more caring society, Understanding vs Hating, Empathy and Judgment

ESSENTIAL QUESTIONS

- Who were the Jewish partisans?
- What is empathy?
- How can I cultivate my own empathy?
- Why is empathy critical to maintaining a healthy society?

LESSON 4

BUILDING RESISTANCE

FOR GRADES 10-12

THEMES:

Creating a more just society, Building vs Destroying, Prosocial Behavior and Objectivity

ESSENTIAL QUESTIONS

- Who were the Jewish partisans?
- What is resistance?
- How can I safely, effectively, lawfully, and fairly resist antisemitism?
- Why is objectivity critical to positive social action?

PREPARING TO TEACH THE HOLOCAUST

Foundations of Resistance is not intended as an introduction to the subject of the Holocaust. Students require prior learning about the Holocaust to contextualize the history of the Jewish partisans and the magnitude of their circumstances. For meaningful use of this curriculum, students should, at minimum, understand the Holocaust was the genocide of European Jews during World War II, in which Nazi Germany and its collaborators systematically murdered six million Jews.

The Jewish people have a long history and rich cultural heritage. It is important to contextualize their experience by showing life before and after the Holocaust. Enable students to appreciate Jews as more than dehumanized and degraded victims of Nazi persecution. Convey to them the enormous loss to humanity and contemporary world culture that resulted from the destruction of rich and vibrant Jewish communities in Europe.

The following suggestions for preparing to teach about the Holocaust and antisemitism represent the latest best practices of leading Holocaust educational organizations, including the International Holocaust Remembrance Alliance (IHRA), the United States Holocaust Memorial Museum (USHMM), and Facing History & Ourselves.

PREPARE YOUR ENVIRONMENT: Create an open, positive learning environment

The Holocaust can challenge young people's assumptions about society, civilization, and human behavior, potentially triggering negative feelings or reluctance to explore this difficult history. Creating an open and safe learning environment where students have the time and space to reflect, ask questions, and share ideas and opinions is essential for addressing and openly discussing the Holocaust.

PREPARE YOUR FACTS: Avoid legitimizing distortion and denial of the past

Holocaust distortion, defined as "intentional efforts to excuse or minimize the impact of the Holocaust or its principal elements" often involves downplaying the Holocaust's impact or shifting blame from Nazi Germany and their collaborators. Holocaust denial, as defined by the IHRA, encompasses "discourse and propaganda that deny the historical reality and extent of the extermination of the Jews." Teachers must avoid inadvertently legitimizing Holocaust deniers by engaging in false debates or providing a platform to treat Holocaust denial as a legitimate historical argument. To counteract such distortion, educators should rely on historical facts supported by primary sources and research literature.



PREPARE YOUR AWARENESS: Be responsive to student backgrounds and emotions

Students who feel that the suffering and persecution of groups they identify with have not been adequately addressed may resist learning about the Holocaust and antisemitism. It is important to be sensitive to students' feelings and opinions, especially regarding issues that personally affect them. Facilitate open discussions on these matters and be ready to explore other factual instances of genocide in the modern world. Differentiate between various cases, including their causes and nature, ensuring that these discussions focus on understanding each issue on its own merits rather than engaging in comparisons of relative suffering.

PREPARE YOUR LANGUAGE: Be precise with language and define the Holocaust

Consistently modeling precise terminology is important when teaching the history of the Holocaust. Words that describe human behavior often carry multiple meanings. For example, "resistance" typically suggests a physical act of armed revolt, however, during the Holocaust, resistance could involve willful defiance through the continuation of religious practices when it was dangerous or deadly to do so. Establishing a definition of the Holocaust at the outset provides students a framework to understand historical events, their impact, and the individuals involved.

PREPARE YOURSELF: Teaching students about antisemitism requires courage

JPEF believes that teachers are the nation's front line against the threat of antisemitism and is here to support them. Teaching this topic requires courage, as it involves addressing deep-seated prejudices and uncomfortable truths that can evoke strong emotions. Educators must navigate a challenging landscape of historical and contemporary hatred, balancing sensitivity with firmness to promote constructive dialogue. Despite these challenges, countering antisemitism in middle schools and high schools can be successful if educators stand firm against misinformation and antisemitic rhetoric, promote accurate historical understanding, and maintain a safe, respectful learning environment.

Understanding the Partisans

LESSON OVERVIEW

Understanding the Partisans is a 50-minute classroom lesson for grades 6-12, in which students explore the concept of *empathy* through the lens of the extraordinary history of the Jewish partisans of World War II. The lesson features a seven-minute documentary film about the partisans and an engaging webquest in which students choose a teenage partisan they identify with and learn their story.

As they advance through the webquest, students answer challenging questions that ask them to reflect upon their own empathy and examine ways they can cultivate their empathetic behavior. The lesson emphasizes the importance of empathy in maintaining civilization and utilizes group discussion to conclude how *understanding* leads to *creating a more caring society*.

ESSENTIAL QUESTIONS

- Who were the Jewish Partisans?
- What do you think it means to “see in every person a universe?”
- Why might listening to someone’s story be an important activity?
- Do you think you would speak up for an innocent person if it were at great risk to yourself?
- How does it feel when people show interest in you and try to understand your story or experiences?
- What can you do to see the good in other people more often?
- What is empathy?
- How can I cultivate my own empathy?
- Why is empathy critical to maintaining a healthy society?

LESSON OBJECTIVES

- Examine the concept of empathy
- Discover the history of the Jewish partisans of WWII
- Complete an interactive webquest to understand the choices made by a teenage partisan
- Define empathy
- Consider how you can show more empathy toward others

Understanding the Partisans

LESSON SETUP

Online Access and Devices

Foundations of Resistance lessons feature an interactive webquest that requires online access for students to complete. Foundations requires in-class use of a laptop, tablet device, or desktop computer. We do not recommend the use of smartphones for webquests. At the outset of the lesson, these devices should be turned on, connected to the internet, and have a web browser open and preset to the *Foundations of Resistance* curriculum website: resist.jewishpartisans.org.

Video

Understanding the Partisans requires the ability to present a seven-minute video in front of your class. We recommended that classroom lighting be dimmed when presenting this video and that it can be easily seen and heard by all students. This video, "Introduction to the Jewish Partisans," can be found here: [Introduction to the Jewish Partisans](#).

Be sure to test your audio and video prior to class to conserve lesson time. Cue up your video so that you only need to hit play.

Chalkboard or Whiteboard

For the beginning of the lesson, write "EMPATHY" in the center of your classroom's most visible chalkboard or whiteboard before your students arrive to class. Have chalk or dry-erase markers ready to use for the lesson introduction.

Your Teacher Code

At the outset of their webquest, students will be prompted to enter the teacher code assigned to you when you registered for *Foundations of Resistance*. When students complete their webquest, this code will ensure that their responses are saved to your Teacher Page for your review. Be sure to have this code handy so that you can write it on the board for students before they begin their webquest.

Lesson Procedure

JPEF recommends that you print the Lesson Procedure page in this Teacher's Guide to help you conduct this lesson.

LESSON PROCEDURE

Teacher-led Introduction (4 minutes)

1. Set the appropriate tone by informing students that they will be discussing a serious subject matter in class today. Ask for their increased attention and respect during this lesson.
2. Circle the word "Empathy." Ask students: "What comes to mind when you think about the word, 'Empathy?'"
3. Write student responses on the board surrounding the word "Empathy." As you field their responses, draw lines connecting their words to the circle around "Empathy."
4. Survey your class: "Do you think empathy plays any role in your everyday decision-making? Raise your hand if you feel, 'No, empathy does not play any role in my everyday decision making.' Okay, now raise your hand if you feel, 'Yes, empathy does play a role in my everyday decision-making.'"



Video (7 minutes)

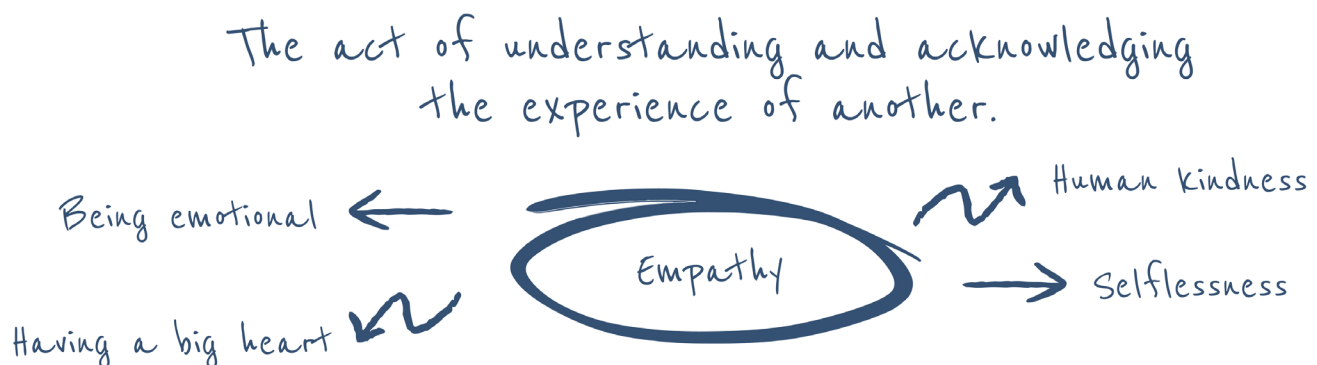
1. Have the video presentation preset so that you only need to hit the play button to begin.
2. Say to the class: "Today we will be learning about the Jewish partisans of World War II. During the war, millions of Jewish people throughout Europe and the Soviet Union found themselves in unimaginable and dire circumstances. Hunted by the Nazis and their collaborators, thousands of Jews, many of whom were teenagers, through both chance and the will to live, managed to escape to forests and mountains to hide and survive. But instead of caring only for themselves and their own survival, they chose to fight back and save lives."
3. Dim the lights.
4. Play the short film: "[Introduction to the Jewish Partisans.](https://www.resist.jewishpartisans.org/)"

Webquest (22 minutes)

1. Explain to students: You are about to go on a unique webquest in which you will choose a teenage partisan and discover how their efforts contributed to winning the war.
2. Have students use a desktop, laptop, or tablet and go to the website: resist.jewishpartisans.org. Smart phones are not recommended.
3. Have students click on "Webquests" in the top menu and then select "Understanding the Partisans."
4. Tell your students to take their time and engage in their webquest. Try to really understand the choices made by the partisan you will select.
5. Write your Teacher Code on the board and instruct students to use this number when asked.
6. Students should complete their webquest within 20 minutes.

Discussion Teams (10 minutes)

1. Divide students into discussion pairs. A trio will be fine if there are an odd number of students. Try to create pairs in which both students selected the same partisan for their webquest. One way to do this would be to direct students to four separate areas of the classroom based on their partisan selection (Gertie, Sonia, Frank, Joe), followed by directing them to pair with someone in their group.
2. Direct students to find a place to have a discussion about their webquest. Tell them to discuss the questions and responses listed on their PDF, generated at the end of their webquest. Students may view their webquest responses directly from their devices. If needed, students can print out the PDF from their webquest.
3. Remind pairs to keep an appropriate tone and respect their partner, as each student will be sharing their responses as the basis for discussion. Encourage students to hear one another.
4. While students are in discussion groups, prepare for the lesson conclusion. Above the "empathy" brainstorm on the board, write the following definition: "the act of understanding and acknowledging the experience of another."
5. Conclude the discussion with enough time for the lesson conclusion.



Teacher-Led Conclusion (7 minutes)

1. Ask the class: "How might empathy help to maintain a healthy society?"

Ask students" How can we choose to act with more empathy towards others?

Continuing the brainstorm diagram from the lesson introduction, write student responses on the board surrounding the word "Empathy."

Challenge students to act with more empathy in their own lives.

Understanding the Partisans

ASSESSMENT

When students complete a webquest, their main responses will be collated onto a one-page PDF to serve as the basis for discussion. Each PDF will be saved to your Student Submissions page for review and assessment (so long as students correctly enter your Teacher Code at the outset of their webquest).

The following chart provides a simple rubric for evaluating student work. The lesson's objectives are in the left column. The assessment tools listed in the right column can be used to determine whether students have accomplished each of the lesson's objectives.

OBJECTIVE	ASSESSMENT TOOL	COMPLETED	
Examine the concept of empathy	Webquest responses on Reporting Form; Student responses to lesson conclusion questions	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Discover the history of the Jewish partisans of WWII	Completion of film "Introduction to the Jewish Partisans"	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Complete an interactive webquest to understand the choices made by a teenage partisan	Completion of webquest	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Define empathy	Completion of webquest	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Consider how you can show more empathy toward others	Student responses to lesson conclusion questions	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Understanding the Partisans

COMMON CORE STANDARDS

Foundations of Resistance aligns with California Department of Education's Common Core Standards across English, History, and Social Studies. The curriculum can be adapted for use in all 50 states to meet core educational standards.

FOUNDATIONS OF RESISTANCE

A Curriculum to Counter Antisemitism for Grades 6-12

Lesson Title: Understanding the Partisans - For Grades 6-12

California Common Core State Standards
Updated October 2024

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 Grades 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 Grades 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.

ADDITIONAL GUIDANCE & RESOURCES

THE U.S. NATIONAL STRATEGY TO COUNTER ANTISEMITISM (2023)

Goal 1.1 of the National Strategy: “Both antisemitism and Holocaust education specifically can also teach students about hate, bigotry, racism, and prejudice more broadly. When conducted effectively, Holocaust education provides enduring lessons for all communities and encourages students to think critically about their own roles and responsibilities to stand up against hate. This education enables students to understand what can happen in a democratic society when hatred goes unchecked, when people are silent as their neighbors are marginalized and murdered. A compilation of efforts nationwide will help states and nongovernmental organizations improve and increase teaching about the Holocaust and antisemitism as well as other forms of hate, bigotry, and genocide.”

GOLDEN STATE PLAN TO COUNTER ANTISEMITISM

From the State Plan: “To promote respect for our common humanity and cultural differences, the antidote to hate, the Administration has created new educational resources like the statewide CA vs. Hate Campaign, the expansion of ethnic studies and creation of an inclusive ethnic studies model curriculum, and the Governor’s Council for Holocaust and Genocide Education. The Governor also issued an Executive Order directing government agencies to embed equity in their operations, budget, and plans in order to serve all Californians, especially those who have been historically marginalized.”

THE HOLOCAUST & WORLD WAR II: Contextualize the history of the Holocaust

The Holocaust was a series of linked events that occurred across national boundaries between 1933 and 1945. These events continue to be a part of many different European and global histories and historical processes. Students should be able to identify that the Holocaust was carried out in different ways from country to country. Additionally, various short, medium, and long-term factors in European and global history made genocide possible. Create opportunities to unpack these by considering broader contexts in which the events of the Holocaust occurred.

Resources on the Holocaust & World War II

Books & Articles

- *The Second World War* by Winston Churchill
- *The War Against the Jews* by Lucy Dawidowicz
- *The Years of Extermination: Nazi Germany and the Jews, 1939–1945* by Saul Friedlander
- *The Rise and Fall of the Third Reich* by William L. Shirer

Films & Videos

- [The War](#) by Ken Burns and Lynn Novick, PBS
- *Shoah* directed by Claude Lanzmann
- [Jewish Life Before World War II](#), USHMM
- [USC Shoah Foundation Testimonies](#)

Educational Organizations & Museums

- [JFCS Holocaust Center](#), San Francisco, CA
- [The United States Holocaust Memorial Museum](#) (USHMM), Washington D.C.
- [Holocaust Museum LA](#), Los Angeles, CA
- [The National WWII Museum](#), New Orleans, LA

Programs & Curriculum

- [Classroom Resources for Teachers](#), The National WWII Museum
- [Introducing Students to World War II](#), teaching history.org
- [Educational Materials](#), Yad Vashem
- [Race and Space](#), Facing History & Ourselves

THE JEWISH PARTISANS: Examine the complicated nature of roles people played

Focusing on the stories of individuals, of moral dilemmas faced and choices made, can make the history of the Holocaust more immediate and interesting to students and more relevant to their lives today. Foundations of Resistance webquests enable students to unpack the complex factors influencing human action by showing how real people made choices that contributed to history and discussing how people's actions were influenced by a wide range of factors such as societal structures, ideology, and personal conviction.

Resources on the Jewish Partisans

Books & Articles <ul style="list-style-type: none">• <i>Here There Are No Sarahs</i> by Sonia Shainwald Orbuch and Fred Rosenbaum• <i>Rather Die Fighting: A Memoir of World War II</i> by Frank Blaichman• <i>Defiance</i> by Nechama Tec	Films & Videos <ul style="list-style-type: none">• <i>Testimonials of Jewish Partisans</i>, JPEF• <i>Short Documentary Films on the Jewish Partisans</i>, directed by Mitch Braff, Founder, JPEF• <i>Partisans of Vilna</i> directed by Aviva Kempner, PBS• <i>Defiance</i> directed by Edward Zwick
Educational Organizations & Museums <ul style="list-style-type: none">• The Jewish Partisan Educational Foundation (JPEF), San Francisco, CA• Yad Vashem, Jerusalem, Israel• Museum of Jewish Heritage, New York, NY• United States Holocaust Memorial Museum, Washington, D.C.	Programs & Curriculum <ul style="list-style-type: none">• The RESIST Curriculum, JPEF• Jewish Resistance, Echoes and Reflections• Explore the Partisans, Facing History & Ourselves• Daring To Resist, Museum of Jewish Heritage

TEEN LEADERSHIP DEVELOPMENT: Inspire students to positively impact the world

The Jewish partisans during World War II exemplify how young people can make a profound and positive impact on the world through leadership. Their courageous efforts illustrate that leadership is not confined to those in positions of formal authority but is instead defined by the activities and actions that help a group achieve a common goal. Leadership, thus, is accessible to everyone and is distinct from authority, which is often tied to titles and positions. By promoting values-based leadership and nurturing a positive leadership identity, we can cultivate future leaders who are driven by a shared vision to create a better world.

Resources on Leadership

Books & Articles <ul style="list-style-type: none">• <i>Leadership Without Easy Answers</i> by Ronald A. Heifetz• <i>From Values to Action: The Four Principles of Values-Based Leadership</i> by Harry M. Jansen Kraemer Jr.• <i>Developing Teen Leadership: A Practical Guide for Youth Group Advisors, Teachers and Parents</i> by Dan Appleman• How Teens Develop Leadership by Dayna O.H. Walker and Ronald E. Riggio	Films & Videos <ul style="list-style-type: none">• <i>How To Be A Leader</i>, Simon Sinek• 19 Inspiring Leadership TED Talks for Teachers and Students, We Are Teachers• Martin Luther King, Jr.'s "I Have A Dream" Speech• <i>Saving Private Ryan</i> directed by Steven Spielberg
Educational Organizations & Museums <ul style="list-style-type: none">• Center for Holocaust, Human Rights & Genocide Education, Lincroft, NJ• The Torch Foundation, Los Angeles CA• National Student Leadership Conference• National Youth Leadership Council	Programs & Curriculum <ul style="list-style-type: none">• iLead: Growing Next Gen Leaders, Growing Leaders, Maxwell Leadership Foundation• The Social Action, Leadership, and Transformation (SALT) Model, University of Michigan• The Leadership Compass Self-Assessment, CA.gov• Courage to Act Curriculum, Museum of Jewish Heritage

ANTISEMITISM EDUCATION: Empower students to recognize and call out antisemitism

Recent studies have revealed that students who learn about the Holocaust are less likely to harbor antisemitic viewpoints, underscoring the critical role of Holocaust education in our schools. In an era where misinformation and disinformation are widespread, leading to increased antisemitism, it is essential to equip students with the tools to stand up to these harmful ideologies. Effective resistance to antisemitism starts with the ability to identify it, which is achieved through understanding its history and antisemitic tropes that have persisted over time. This empowers students to recognize and call out antisemitic conspiracy theories, helping to create a more informed and proactive generation ready to stand against bigotry.

Resources on Antisemitism

Books & Articles <ul style="list-style-type: none">• <i>Night</i> by Elie Wiesel• <i>Man's Search for Meaning</i> by Victor E. Frankl• <i>Jewish Space Lasers: The Rothschilds and 200 Years of Conspiracy Theories</i> by Mike Rothchild• <i>Antisemitism Here and Now</i> by Deborah E. Lipstadt	Films & Videos <ul style="list-style-type: none">• The U.S. and the Holocaust by Ken Burns, Lynn Novick, & Sarah Botstein• <i>Schindler's List</i> directed by Steven Spielberg• European Antisemitism from Its Origins to the Holocaust, USHMM• The Conspiracy directed by Maxim Pozdorovkin
Educational Organizations & Museums <ul style="list-style-type: none">• Anti-Defamation League (ADL), New York, NY• Central Valley Holocaust Educators' Network, Sacramento, CA• UNESCO, New York, NY• Echoes and Reflections	Programs & Curriculum <ul style="list-style-type: none">• Teaching the History of European Antisemitism, Institute for Curriculum Services• Pedagogical Principles for Effective Holocaust Instruction, Echoes & Reflections• Words to Action, ADL• Contemporary Antisemitism, Echoes & Reflections

EMPATHY CULTIVATION: Inspire students to care more about others and grow their empathy

The Holocaust starkly illustrates the necessity of building a more compassionate society, underscoring how the absence of empathy can lead to profound suffering and injustice. Empathy is essential for sustaining a healthy and cohesive community, as it helps individuals connect with and support each other. Caring about others is not just a moral obligation but a foundation for creating a society where everyone's dignity is respected. By guiding young people in developing their own empathy, we can ensure they grow into individuals who appreciate and uphold these values, ultimately contributing to a more understanding and humane world.

Resources on Empathy

Books & Articles <ul style="list-style-type: none">• <i>The Diary of a Young Girl</i> by Anne Frank• <i>Holocaust and Human Behavior</i> by Margot Stern Strom• <i>Cultivating Empathy</i> by Ashley Abramson• <i>Cruelty: Human Evil and the Human Brain</i> by Kathleen Taylor	Films & Videos <ul style="list-style-type: none">• <i>The Danish Resistance: The Power of Conscience & The Rescue of the Jews</i> directed by Alexandra Isles• Malignant Narcissism & Our Undoing as a Species, Frank Yeomans• Understanding Empathy, Simon Sinek• <i>Life Is Beautiful</i> directed by Roberto Benigni
Educational Organizations & Museums <ul style="list-style-type: none">• Museum of Tolerance, Los Angeles, CA• Holocaust Center for Humanity, Seattle, WA• Reflect Empathy, New York, NY• Understood, New York, NY	Programs & Curriculum <ul style="list-style-type: none">• No Place for Hate, ADL• iWitness, USC Shoah Foundation• Coming of Age During the Holocaust, Museum of Jewish Heritage• Virtual Resources for Educators, Center for Holocaust, Human Rights & Genocide Education

RESISTANCE & POSITIVE SOCIAL ACTION: Empower students to act without bias

Informed judgment and objectivity are crucial prerequisites for positive social action because they ensure that efforts to address social issues are based on a thorough understanding of the facts and a balanced consideration of different perspectives. When individuals approach social action with objectivity, they are less likely to be swayed by personal biases or emotional reactions, allowing for more effective and fair solutions. Informed judgment involves critically evaluating evidence, recognizing underlying complexities, and avoiding oversimplification of issues. This careful, evidence-based approach not only enhances the credibility of social initiatives but also fosters solutions that are more likely to be sustainable and impactful, as they address the root causes of problems rather than merely reacting to symptoms.

Resources on Resistance & Positive Social Action

Books & Articles

- *Everyday Hate: How Antisemitism is Built into Our World and How You Can Change It* by Dave Rich
- *Denial: Holocaust History on Trial* by Deborah E. Lipstadt
- *How to Fight Anti-Semitism* by Bari Weiss
- *They Chose Life: Jewish Resistance in the Holocaust* by Yehuda Bauer

Films & Videos

- [Eyes on the Prize](#) by Blackside
- *Four Winters: A Story of Jewish Partisan Resistance and Bravery in WWII* directed by Julia Mintz
- *The Righteous Enemy* directed by Joseph Rochlitz
- [The Bystander Effect | The Science of Empathy](#), Participant

Educational Organizations & Museums

- [Facing History & Ourselves](#), Boston, MA
- [International Holocaust Remembrance Alliance](#), Stockholm, Sweden
- [Avenues for Change](#), Shingletown, CA
- [The Genocide Education Project](#), San Francisco, CA

Programs & Curriculum

- [Empowering Students, Challenging Bias: A Middle School Curriculum](#), ADL
- [Lesson Plans and Best Practices](#), Holocaust Center for Humanity, Seattle, WA
- [Teaching the Arab-Israeli Conflict](#), Institute for Curriculum Services
- [Spiritual Resistance During the Holocaust](#), Yad Vashem



Understanding the Partisans

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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.

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!