

PICTURES OF RESISTANCE

a 50-minute lesson plan for grades 9-12

Lesson Summary

This lesson uses a Virtual Museum Exhibit about Faye Schulman, a Jewish teenage partisan, to help students explore the Holocaust through photographs, video testimony, and other primary sources. As they investigate themes of resistance, survival, and moral choice, students learn the importance of documenting war and atrocities, define the term partisan, and distinguish between a partisan and a terrorist. One-on-one or small-group discussions allow students to share and compare their findings, followed by a guided whole-class discussion that encourages reflection and deepens their understanding of partisan resistance during the Holocaust.

Student Outcomes

By the end of this lesson, students will be able to...

- Define the word “partisan”
- Explore a virtual museum exhibit about the Jewish partisans
- Find answers to questions about photographs of partisans during World War II
- Determine the importance of documenting wars and atrocities
- Discuss the difference between a *partisan* and a *terrorist*

Aligned Standards (California Common Core)

- 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, 9th grade: CCSS.ELA-WRITING. W. 9.7
- 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: CCSS.ELA-SPEAKING AND LISTENING. SL.10.1
- Write arguments focused on discipline-specific content: CCSS.WHST-WRITING. WHST.11-12.1
- Critically analyze how museums and exhibitions construct narratives and reflect cultural, historical, and ethical perspectives: CCSS.ARTS-VISUAL ARTS.VA.Pr6
- See a complete list at the end of this document.



*Jewish partisan, Faye Schulman.
Photographer: Moishe Lazebnick. Toronto, 1999*

*View the accompanying
photo and video gallery for
Pictures of Resistance:*



JEWISH PARTISAN
EDUCATIONAL FOUNDATION



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, the State of California, and the Diane & Guilford Glazer Foundation.

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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, typically targeting military personnel, supply lines, and infrastructure



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, under cover, 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 that 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

WHO WAS FAYE SCHULMAN?



Faye Schulman, after the war. JPEF.

Faye Schulman was born to a large family on November 28, 1919, in Lenin, Poland. She learned photography from her brother, Moishe, and assisted him in his photography business.

On August 14, 1942, the Germans killed 1,850 Jews from the Lenin ghetto, including Faye's parents, sisters, and younger brother. They spared only 26 people that day, among them Faye, for her photographic abilities. The Germans ordered Faye to develop their photographs of the massacre. Secretly, she also made copies for herself.

During a partisan raid, Faye fled to the forests and joined the Molotava Brigade, a partisan group made mostly of escaped Soviet Red Army POWs. She was accepted because her brother-in-law had been a doctor, and they were desperate for anyone who knew anything about medicine. Faye served the group as a nurse from September 1942 to July 1944, even though she had no previous medical experience. The camp's doctor was a veterinarian.

During a raid on Lenin, Faye recovered her old photographic equipment. Over the next two years, she took over a hundred photographs, developing medium-format negatives under blankets and making "sun prints" during the day. On missions, Faye buried the camera and tripod to keep it safe. Her photos show a rare side of partisan activity -- one is a funeral scene where two Jewish partisans are being buried alongside Russian partisans, despite the intense antisemitism in the

group. In another image, Schulman and three young Jewish men smile joyously after an unexpected reunion in the forest -- each believing that the other had been killed.

"I want people to know that there was resistance. Jews did not go like sheep to the slaughter. I was a photographer. I have pictures. I have proof." She is one of the only known Jewish partisan photographers.

After liberation, Faye married Morris Schulman, also a Jewish partisan. Faye and Morris enjoyed a prosperous life as decorated Soviet partisans, but wanted to leave Pinsk, Poland, which reminded them of "a graveyard." Morris and Faye lived in the Landsberg Displaced Persons Camps in Germany for the next three years and immigrated to Canada in 1948.

Faye lived in Toronto, Canada, and shared her experiences with diverse audiences. She had two children and six grandchildren. She passed away, surrounded by her family, on April 24, 2021. She was 101.



Partisan makeshift headquarters. Forest near Pinsk. 1944. JPEF.

LESSON OVERVIEW



Faye in Displaced Persons camp. Landsburg, Germany. Photographer unknown, 1945-6. JPEF.

explanations, and watch short video clips to extract factual information about Faye's life before, during, and after the war. This structured exploration emphasizes close observation, evidence gathering, and historical comprehension, while also highlighting themes of resistance, identity, survival, and moral choice.

The lesson concludes with a guided whole-class discussion, which is a critical component for reflection, synthesis, and assessment. Through discussion, students share findings from their respective tracks, clarify misunderstandings, and think critically about the broader significance of partisan resistance and documentation during the Holocaust.

Lesson Objectives

- Define the word “partisan”
- Explore a virtual museum exhibit about the Jewish partisans
- Find answers to questions about photographs of partisans during World War II
- Determine the importance of documenting wars and atrocities
- Discuss the difference between a *partisan* and a *terrorist*



Faye with old friends. Forest near Lenin. 1944. JPEF/A Partisan's Memoir, Second Story Press, p.139.

Lesson Summary

This lesson immerses students in a digital, inquiry-based exploration of history through a Virtual Museum Exhibit focused on the life of Faye Schulman, a Jewish teenage partisan during World War II. The lesson is carefully prepared to ensure smooth implementation: students use internet-connected laptops or tablets (not smartphones), individual headphones for video content, and structured materials such as printed Exhibit Exploration Sheets. The classroom setup includes a visible definition of the term “partisan” to anchor the lesson conceptually and activate prior knowledge before students begin their independent work.

During the core activity, students engage directly with primary sources—photographs and first-person video testimony—by navigating the virtual exhibit. To manage time and cognitive load, students are divided into two groups (Track A and Track B), each responsible for analyzing a different subset of exhibit items. Using guided questions, students examine images, read contextual

LESSON SETUP AND PREPARATION

Online Access and Devices

This lesson features a Virtual Museum Exhibit that requires students to have online access to complete and in-class use of a laptop, tablet, or desktop computer. We do not recommend using smartphones for this lesson. 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 Virtual Museum

Introduction at:

<https://www.jewishpartisans.org/pictures-of-resistance-gallery>

Headphones

This lesson requires a pair of headphones for each student. While exploring the Virtual Exhibit, students must watch video clips. If these videos were watched without headphones, the classroom could become noisy and chaotic.

Chalkboard or Whiteboard

Before students arrive to class, write "PARTISAN" in the center of your classroom's most visible chalkboard or whiteboard. Underneath "partisan," write the following definition: "a member of a group of people who join together to fight an enemy that has taken control of their country by military force." Have chalk or dry-erase markers ready to use for the lesson introduction.

Projection

Also, before students arrive at class, have prepared a display or projection of the opening webpage of the virtual exhibit: (<https://www.jewishpartisans.org/pictures-of-resistance-gallery>). Be ready to turn this on or reveal this webpage after the lesson introduction.

Lesson Procedure

Print a copy of the "Lesson Procedure" page to refer to during the lesson.

Exhibit Exploration Sheets

There are two separate "Exhibit Exploration Sheets" in this lesson plan. Print out enough of these sheets before the lesson so that half of your students can receive the Track A Sheet, and the other half can receive the Track B Sheet. This is because the exhibit has 29 items, and it would be too long to explore them all in one classroom period. Instead, students will only explore the exhibit items listed on their sheet. Place sheets on students' desks BEFORE they arrive to class.

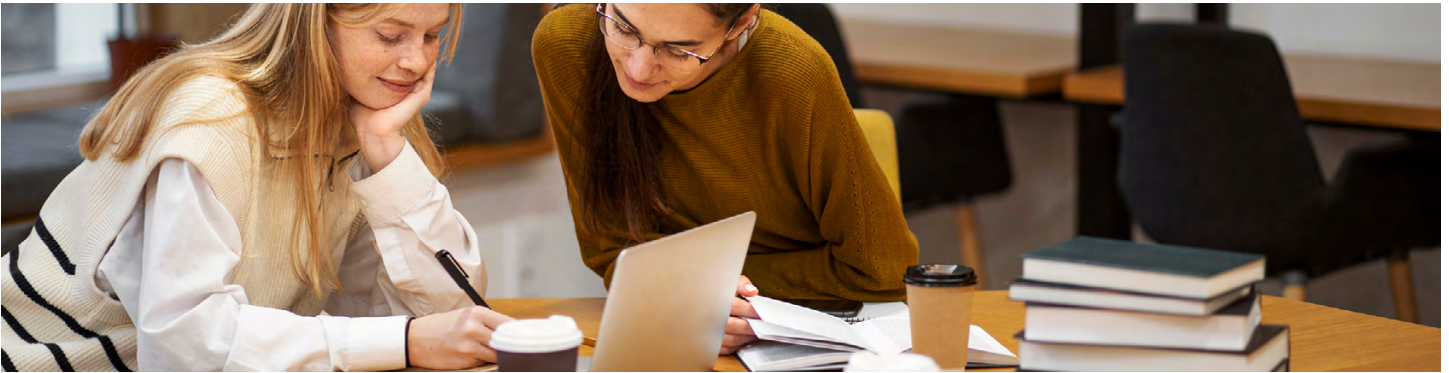
Guided Class Discussion

Print a copy of the "Partisan vs. Terrorist" page in this lesson plan to assist with the Guided Class Discussion at the end of the Exhibit Exploration section of the lesson.



Faye and partisans on horseback. Outside Pinsk. 1944. JPEF/A Partisan's Memoir, Second Story Press, p.143.

PREPARING TO TEACH THE HOLOCAUST



This lesson 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 a minimum, understand that 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 a 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 its 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 among the various cases, including their causes and nature, ensuring that these discussions focus on understanding each issue on its own merits rather than comparing 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 with 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.

PARTISAN VS. TERRORIST



Faye and her rifle. Forest near Pinsk, 1943. JPEF/A Partisan's Memoir, Second Story Press, p.115.

"One man's terrorist is another man's freedom fighter." This is a well-known saying, but it is also misleading. The words *partisan* and *terrorist* are often used interchangeably, but although both terms can refer to groups that operate outside traditional military structures and may use violence, they do **not** mean the same thing. The distinction between them matters—not just semantically, but legally, ethically, and historically.

A *partisan* is generally understood as a member of an irregular fighting force aligned with one side in an armed conflict. Partisans most often emerge during wars, occupations, or struggles against authoritarian rule, particularly when a formal national army is absent or ineffective. They often lack uniforms or centralized command, but their actions are typically aimed at military objectives. These might include attacking enemy soldiers, sabotaging supply routes, or disrupting

communications and infrastructure. While partisan tactics are often unconventional and sometimes controversial, they are commonly viewed as part of an armed resistance rather than an effort to terrorize civilians.

Terrorists, by contrast, are defined less by the cause they claim to represent and more by the methods they use. Terrorism involves the *deliberate* targeting of civilians or civilian spaces in order to create fear and pressure societies or governments into political change. Public bombings, attacks on transportation systems, and hostage-taking are all examples of acts of terrorism.

One of the clearest differences between partisans and terrorists lies in *who is targeted*. Partisan groups generally focus on weakening an opposing military force, even if they use guerrilla tactics or operate outside the laws of conventional warfare. Terrorist groups, however, intentionally attack non-combatants precisely because civilians are vulnerable. Terrorism rejects the civilian-combatant distinction altogether.

Intent also plays a crucial role. Partisans usually seek concrete military or strategic outcomes, such as forcing an occupying power to withdraw or weakening an enemy's ability to fight. Terrorists aim to

destabilize societies by spreading fear, provoking panic, and sometimes triggering harsh overreactions. In terrorism, civilian suffering is not an unfortunate side effect—it is central to the strategy itself. This difference in intent is key when evaluating moral responsibility and accountability.

The boundary between partisans and terrorists is not always clear-cut. Governments may label armed opponents as "terrorists" in order to discredit them, even when those groups focus on military targets. Conversely, movements that begin as partisan resistance groups may later adopt tactics that intentionally target civilians. Because of this complexity, relying on labels alone is not enough. Careful analysis requires examining actions, targets, and intent.

LESSON PROCEDURE

Lesson Procedure

Lesson Introduction (8 minutes)

1. Ask a student to read aloud the word "PARTISAN" and its definition from the board in front of the class. Have students write this definition on their worksheets.
2. Tell the class that they will be learning about a teen who survived World War II by hiding in the forest to escape the Nazis. There, she joined a group of partisans who banded together to fight back against the Nazis, helping to turn the tide of the war.
3. Tell the class they will use a virtual museum exhibit in today's activity. Explain to students that there are 29 photographs and video clips in the virtual exhibit, but that each student will be assigned to either Exhibit Track A or Exhibit Track B, each of which requires them to explore about 20 of the exhibit items.
4. Show the opening webpage of the virtual exhibit: (<https://www.jewishpartisans.org/pictures-of-resistance-gallery>). Tell students that this is the first page of the virtual exhibit, which they will navigate to find the answers to the questions on their Exhibit Exploration Sheet.
5. Read aloud to the class the "Introduction to Faye Schulman" paragraph on the webpage. Explain to students that each item includes a brief explanation of the photo and a video clip about it.
6. Tell them to listen for the answer to the first question on their worksheets and fill it in when they hear it.

7. Tell students that in order to find the answers to their Exhibit Exploration Sheet questions, they must do three things: 1) examine the photograph; 2) read the explanation; and 3) watch the video clip.
8. Click "Watch Story of Photo," and present the first video clip to the class.
9. Call on a student to answer the first question on their sheet (the first five and last six Exhibit Exploration Sheet questions are the same for Tracks A and B).

Exhibit Exploration (30 minutes)

10. Tell students they will have 30 minutes to complete their task. Have them open the Virtual Museum Gallery, put on their headphones, and begin the activity.
11. Circulate around the room during the activity to provide assistance when necessary.
12. If the class finishes early, move on to the next section, giving you more time for the Guided Class Discussion.

Guided Class Discussion (12 minutes)

13. At the conclusion of the exhibit exploration, have students return to their seats (if they are in a different location) with their completed worksheets.
14. Conduct the guided discussion of the exhibit using the Guided Class Discussion page in this lesson plan. The discussion is critical for processing and assessment.
15. At the conclusion of the discussion, collect the completed worksheets for assessment.

Guided Class Discussion

Class discussion is a critical component of this lesson. This enables students to process the information they have gathered and teachers to evaluate student learning. The following questions provide a framework for discussing the virtual exhibit and encourage students' critical thinking.

If a student raises an important point, it is not necessary to stick to this discussion exactly; it is important to address good questions. However, it is important to manage your time and guide the discussion enough so that you can reach all of the following questions.

In addition, it will be useful to read the **Partisan vs. Terrorist** section of this lesson plan. This section lists and explains the key differences between the two. It is acceptable to introduce these differences into the discussion if students become confused or conflate these concepts. This distinction is key to the lesson.

Discussion Question #1: What are some of your thoughts about Faye Schulman and her role as a partisan in World War II?

Discussion Question #2: Why do you think Faye's photographs are important?

Discussion Question #3: Why might it be important to document wars and atrocities?

Discussion Question #4: Is a partisan the same as a terrorist? How would you differentiate between a partisan and a terrorist?

ASSESSMENT

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	
Define the word "partisan"	Completed Exhibit Exploration Sheet	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Explore a virtual museum exhibit about the Jewish partisans	Completed Exhibit Exploration Sheet	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Find answers to questions about photographs of partisans during World War II	Completed Exhibit Exploration Sheet	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Determine the importance of documenting wars and atrocities	Teacher's notes on class discussion	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Discuss the difference between a partisan and a terrorist	Teacher's notes on class discussion	YES <input type="checkbox"/>	NO <input type="checkbox"/>

EXHIBIT EXPLORATION SHEET: TRACK A

Name(s):

INTRO QUESTION: What is a partisan?
.....
.....

BEFORE THE WAR

IMAGE #1 of 29 - How old was Faye when her brother gave her a camera?

IMAGE #2 of 29 - Exactly how old was Faye's father when he was murdered by the Nazis?

IMAGE #3 of 29 - What was the name of Faye's uncle in the photograph?

IMAGE #4 of 29 - When did Faye find proof that her family had been murdered?

IMAGE #5 of 29 - Approximately how many Jewish people lived in Lenin before the war?

DURING THE WAR

IMAGE #7 of 29 - Why was Faye unable to sleep after returning from the mission?

.....

IMAGE #8 of 29 - What did the Molotova brigade confiscate after successful partisan missions?

IMAGE #11 of 29 - Who protected Faye from the men in her partisan brigade?

IMAGE #12 of 29 - Where was this photograph taken?

IMAGE #13 of 29 - Why couldn't Faye reveal her Jewish identity to her partisan brigade?

.....

IMAGE #16 of 29 - Why did the brigade commander call Faye to his office?

.....

IMAGE #19 of 29 - What three things did Faye's rifle symbolize to her?

.....

IMAGE #22 of 29 - Why were the orders Faye received after this photograph so dangerous?

.....

IMAGE #23 of 29 - What was the fate of the man in this photograph?

AFTER THE WAR

IMAGE #24 of 29 - Who did Faye marry after the war?

IMAGE #25 of 29 - Why did Faye have a second wedding ceremony?

.....

IMAGE #26 of 29 - Why was Sarah thrown out of the house where she was a housekeeper?

IMAGE #27 of 29 - Where did Faye give birth to her daughter, Susan?

IMAGE #28 of 29 - Where did Faye and her family immigrate to in 1948?

IMAGE #29 of 29 - Why was it important that Faye documented her experiences as a partisan?

EXHIBIT EXPLORATION SHEET: TRACK B

Name(s):

INTRO QUESTION: What is a partisan?
.....
.....

BEFORE THE WAR

IMAGE #1 of 29 - How old was Faye when her brother gave her a camera?

IMAGE #2 of 29 - Exactly how old was Faye's father when he was murdered by the Nazis?

IMAGE #3 of 29 - What was the name of Faye's uncle in the photograph?

IMAGE #4 of 29 - When did Faye find proof that her family had been murdered?

IMAGE #5 of 29 - Approximately how many Jewish people lived in Lenin before the war?

DURING THE WAR

IMAGE #9 of 29 - How did Jewish partisans help families with children survive in the forest?

.....

IMAGE #10 of 29 - Why couldn't Faye reveal her Jewish identity to her partisan brigade?

.....

IMAGE #14 of 29 - Who was protecting Raika before Faye brought her to her partisan group?

IMAGE #15 of 29 - What kind of doctor was Ivan Vasilewich before the war?

IMAGE #17 of 29 - What makes this photo an example of the bond between partisans?

.....

IMAGE #18 of 29 - What was the operating table made from in the brigade's makeshift hospital?

IMAGE #20 of 29 - Partisan rules dictated that a partisan must NEVER do what?

IMAGE #21 of 29 - Why did Faye burn down her family's home?

.....

AFTER THE WAR

IMAGE #24 of 29 - Who did Faye marry after the war?

IMAGE #25 of 29 - Why did Faye have a second wedding ceremony?

.....

IMAGE #26 of 29 - Why was Sarah thrown out of the house where she was a housekeeper?

IMAGE #27 of 29 - Where did Faye give birth to her daughter, Susan?

IMAGE #28 of 29 - Where did Faye and her family immigrate to in 1948?

IMAGE #29 of 29 - Why was it important that Faye documented her experiences as a partisan?

.....

.....

EXPLORATION SHEET ANSWER KEY

TRACK A

IMAGE #1 of 29 - 13 years old

IMAGE #2 of 29 - 54 years old

IMAGE #3 of 29 - Pesach

IMAGE #4 of 29 - While reviewing her developed prints of mass graves

IMAGE #5 of 29 - 5,000

IMAGE #7 of 29 - Because she had to change the dressing of the wounded partisans

IMAGE #8 of 29 - Weapons and ammunition

IMAGE #11 of 29 - Dr. Ivan Vasilewich

IMAGE #12 of 29 - At a makeshift partisan headquarters

IMAGE #13 of 29 - For fear of reprisals or death at the hands of their comrades

IMAGE #16 of 29 - To offer her an opportunity to execute a captured Nazi

IMAGE #19 of 29 - Survival, self-defense, and vengeance

IMAGE #22 of 29 - Because her order required her to cross through an area close to the Nazis

IMAGE #23 of 29 - He was killed by stepping on a mine

IMAGE #24 of 29 - Morris Schulman

IMAGE #25 of 29 - Because her first wedding wasn't witnessed by a *minyán* (10 Jewish people).

IMAGE #26 of 29 - Because she became ill

IMAGE #27 of 29 - Landsberg Displaced Persons Camp

IMAGE #28 of 29 - Toronto, Canada

IMAGE #29 of 29 - To document the war for future generations

TRACK B

IMAGE #1 of 29 - 13 years old

IMAGE #2 of 29 - 54 years old

IMAGE #3 of 29 - Pesach

IMAGE #4 of 29 - While reviewing her developed prints of mass graves

IMAGE #5 of 29 - 5,000

IMAGE #9 of 29 - By bringing them food

IMAGE #10 of 29 - Because too many people in her brigade did not like Jews

IMAGE #14 of 29 - A priest's wife

IMAGE #15 of 29 - A veterinarian

IMAGE #17 of 29 - It pictures two Jews and two Gentiles being buried together

IMAGE #18 of 29 - Tree branches

IMAGE #20 of 29 - Never abandon a fellow fighter

IMAGE #21 of 29 - It was occupied by Nazis and was being used as a headquarters

IMAGE #24 of 29 - Morris Schulman

IMAGE #25 of 29 - Because her first wedding wasn't witnessed by a *minyán* (10 Jewish people).

IMAGE #26 of 29 - Because she became ill

IMAGE #27 of 29 - Landsberg Displaced Persons Camp

IMAGE #28 of 29 - Toronto, Canada

IMAGE #29 of 29 - To document the war for future generations

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, the 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 remain part of many 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 the roles people played

Focusing on the stories of individuals, the moral dilemmas they faced, and the choices they 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 shaped history and discussing how those choices were influenced by a wide range of factors, such as societal structures, ideology, and personal conviction.

Resources on the Jewish Partisans

<p>Books & Articles</p> <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 	<p>Films & Videos</p> <ul style="list-style-type: none"> • Testimonials of Jewish Partisans, JPEF • Short Documentary Films on the Jewish Partisans, directed by Mitch Braff, Founder, JPEF • Partisans of Vilna directed by Aviva Kempner, PBS • Defiance directed by Edward Zwick
<p>Educational Organizations & Museums</p> <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. 	<p>Programs & Curriculum</p> <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

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

<p>Books & Articles</p> <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 Rothchilds and 200 Years of Conspiracy Theories</i> by Mike Rothchild • <i>Antisemitism Here and Now</i> by Deborah E. Lipstadt 	<p>Films & Videos</p> <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
<p>Educational Organizations & Museums</p> <ul style="list-style-type: none"> • The Jewish Partisan Educational Foundation, San Francisco, CA • Anti-Defamation League (ADL), New York, NY • Central Valley Holocaust Educators' Network, Sacramento, CA • Echoes and Reflections 	<p>Programs & Curriculum</p> <ul style="list-style-type: none"> • Foundations of Resistance, JPEF • Teaching the History of European Antisemitism, Institute for Curriculum Services • Pedagogical Principles for Effective Holocaust Instruction, Echoes & Reflections • Contemporary Antisemitism, Echoes & Reflections

EMPATHY CULTIVATION: Inspire students to care 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 to develop their own empathy, we can help them grow into individuals who appreciate and uphold these values, ultimately contributing to a more understanding and humane world.

Resources on Empathy

<p>Books & Articles</p> <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 	<p>Films & Videos</p> <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
<p>Educational Organizations & Museums</p> <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 	<p>Programs & Curriculum</p> <ul style="list-style-type: none"> • Foundations of Resistance, JPEF • 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 root causes rather than merely reacting to symptoms.

Resources on Resistance

<p>Books & Articles</p> <ul style="list-style-type: none"> • <i>Everyday Hate: How Antisemitism is Built into Our World and How You Can Change It</i> by Dave Rich • <i>Denial: Holocaust History on Trial</i> by Deborah E. Lipstadt • <i>How to Fight Anti-Semitism</i> by Bari Weiss • <i>They Chose Life: Jewish Resistance in the Holocaust</i> by Yehuda Bauer 	<p>Films & Videos</p> <ul style="list-style-type: none"> • Eyes on the Prize by Blackside • <i>Four Winters: A Story of Jewish Partisan Resistance and Bravery in WWII</i> directed by Julia Mintz • <i>The Righteous Enemy</i> directed by Joseph Rochlitz • The Bystander Effect The Science of Empathy, Participant
<p>Educational Organizations & Museums</p> <ul style="list-style-type: none"> • Facing History & Ourselves, Boston, MA • International Holocaust Remembrance Alliance, Stockholm, Sweden • Avenues for Change, Shingletown, CA • The Jewish Partisan Educational Foundation, San Francisco, CA 	<p>Programs & Curriculum</p> <ul style="list-style-type: none"> • Foundations of Resistance, JPEF • 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

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CALIFORNIA COMMON CORE STANDARDS

English Language Arts Grade 9

RI: Reading Standards for Informational Text

RI 9.4 (Key Ideas and Details) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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 (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 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.

Literacy in History/Social Studies Grade 9

RH: Reading Standards

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 9.4 (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 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 10.7 (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 10.4 (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.

SL 10.5 (Presentation of Knowledge and Ideas) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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 11-12.7 (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 11-12.4 (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 11-12.7 (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 11-12.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11-12.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.

L 11-12.3 (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.

L 11-12.6 (Vocabulary Acquisition and Use) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Literacy in History/Social Studies Grade 10

RH: Reading Standards for Literacy in History/Social Studies

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 10.1 (Text Types and Purposes) Write arguments focused on discipline-specific content.

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.

WHST: Writing Standards for Literacy in History/Social Studies

WHST 11-12.1 Write arguments focused on discipline-specific content.

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.

Arts Grades 9-12

VA: Visual Arts

VA Pr6 Critically analyze how museums and exhibitions construct narratives and reflect cultural, historical, and ethical perspectives.

VA Re7.1 Interpret artworks as complex reflections of human experience, connecting visual evidence to broader social, cultural, and historical contexts.

VA Re7.2 Analyze how visual elements and cultural context shape meaning, emotional impact, and viewer interpretation.

VA Re8 Construct well-supported interpretations of artworks by analyzing subject matter, form, and medium within historical context.

VA Re9 Evaluate artworks and collections using multiple criteria, incorporating evidence, historical understanding, and diverse perspectives.

VA Cn11 Critically analyze how knowledge of time, place, culture, and circumstances informs both the creation and interpretation of art.

MA: Media Arts

MA Re7 Analyze how message and meaning are constructed in media artworks, including photography and video.

MA Re8 Interpret media artworks by examining intent, form, and context, using evidence to support conclusions.

MA Re9 Evaluate media artworks and their effectiveness using established criteria, considering purpose, audience, and context.

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 began collecting video testimonies from Jewish partisans to bring what had 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 now houses 54 Jewish partisan biographies and interviews. 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, accompanied by 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.

Foundations of Resistance is a curriculum for grades 6-12 that teaches students **why they should** and **how they can** resist antisemitism and hate. Utilizing the history and life lessons of the Jewish partisans of World War II, Foundations teaches students to act with increased empathy; to recognize and call out antisemitism; to build a positive leadership identity; and to resist antisemitism both systemically and in their everyday lives. This curriculum can be found at: resist.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, cover topics 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!

