

## **Not Like Sheep to the Slaughter: Resistance During the Holocaust**

### **Rationale:**

This course will provide an opportunity for participants to explore the subject of resistance during the Holocaust through primary sources, secondary sources, testimonies, videos and group discussions. The course will expose the educators to real-life experiences of those involved in the resistance movements. The information can then be related to their students' own experience. The subject will build empathy, understanding and compassion for many cultures that have gone through difficult challenges and resisted tyranny.

### **Course Objectives:**

1. Teachers will develop confidence in their ability to teach the subject of the Holocaust and relate to other historic experiences.
2. Teachers will learn information about the many forms of resistance.
3. Teachers will be able to use the information about the topic to provide learning experiences in different modalities for students with varying learning abilities and styles.
4. Teachers will be able to share information about the Resistance Movements of Germans, Poles, French, and Jews.
5. Teachers will become familiar with resources such as the IWitness Program, Holocaust nonfiction, fiction, music, art, and poetry.
6. Teachers will be able to identify the many forms that resistance can take.
7. Teachers will be able to access primary sources such as journals, memoirs, testimonies, and diaries.

### **Course Description:**

***Not Like Sheep to the Slaughter: Resistance During the Holocaust*** will provide an in-depth look at how different people experienced the Holocaust and give educators an opportunity to relate the subject to other tragedies.

Topics covered will be:

- Resistance Among Non-Jews: the White Rose, Polish Resistance, Danish Resistance, French Resistance
- Spiritual Resistance
- Partisans
- Armed uprisings: Warsaw Ghetto, Sobibor, Auschwitz

Students will be introduced to survivors who were in the Polish resistance and the Partisans. They will examine art and music as instruments of resistance. Diaries and memoirs of those taking part in resistance activities will be examined as will nonfiction resources in print and online.

**Course Outline:**

- **Session I – Resistance movements of non-Jews (Total of 4 hours of instructional time)**
  - Essential Question: What is resistance? Answer as a quick-write and discuss.
  - Guest speaker from the Polish Resistance Movement
  - **Break**
  - Learning Centers
    - Center 1: The White Rose
      - Read short biographies of Hans and Sophie Scholl
      - Discuss why political resistance is often initiated by students
    - Center 2: Jan Karski
      - Read a short biography of him.
      - Make a chronology of his work to bring knowledge of the Holocaust to America
    - Center 3: The Legend of King Christian of Denmark
      - <https://www.ushmm>
      - Make a short play of the story.
      - Why do you think this story was told?
    - Center 4: Le Chambon
      - Read the article about the actions of the people of this French village.
      - Make a play of a family discussing whether or not they should hide Jews.
  - Film about Muslim resistance in Paris
  - Review and wrap up
  
- **Session II – Spiritual Resistance (Total of 4 hours of instructional time)**
  - Choral reading of “Forms of Resistance”
  - Small Group Activity: Moral Dilemmas
    - Center 1: How would you react if a law were passed that a religious prayer had to be recited in class every morning?
    - Center 2: Present and discuss examples of resistance in Warsaw, Poland during WWII
    - Center 3: What customs would you be willing to give up? If none, how would you hide them?
  - **Break**
  - View photos of spiritual resistance on Yad Vashem website
    - Choose one photo and explain what is happening and how it shows resistance in a short paragraph
    - Share the writings
  - Art as resistance
    - Show video of Szyk’s work
    - Dr. Seuss Goes to War
    - Drawing of Alfred Kantor
  - Boys who produced *Vedem* Newsletter from ***We Were Children Just the Same***
  - Review and Wrap up
  
- **Session III - Partisans(4 hours of instructional time)**
  - Discuss and view the artwork of Miriam Brysk
  - IWitness /Teen Resisters tell their stories
  - Selected readings from ***Uncle Misha’s Partisans***
  - **Break**

- Video on Bielski brothers
- Review and wrap up
- **Session IV – Armed Resistance**
  - See film about Warsaw Ghetto Uprising
  - Skype session with survivor Estelle Laughlin who was in the Warsaw Ghetto
  - **Break**
  - Compare and contrast other examples of armed resistance
    - Read article about resistance at Sobibor
    - Read about Auschwitz revolt
    - Make a Venn diagram comparing the 3 examples of resistance given
  - Discuss acts of resistance in the news today – How are these different or similar to the types of resistance discussed in this class?