



HISTORY LEADERSHIP ETHICS JEWISH VALUES

TACTICS OF RESISTANCE

a two-part lesson (45-60 minutes each) for 9th – 12th grade students

Photo: Channukah: Kiel Germany, 1932. Rachel Posner, wife of Rabbi Dr. Akiva Posner, took this photo just before lighting the candles for Channukah and Shabbat. Source: Posner family/USHMM.



RESIST
CURRICULUM

CONTENTS

- 1 Who are the Jewish Partisans?
- 2 How to Use This Lesson
- 3 Overview
- 4 Guide
- 5 Setup
- 6 - 8 Procedure
- 9 - 13 Attachments
- 14 - 23 Jewish Resistance Slideshow
- 24 - 29 Appendix

Lesson Overview

Use primary sources to expand your students thinking about the spectrum of possible responses to genocide and other forms of aggression—from non-violent to armed resistance.

Includes innovative tools to help your students analyze conflict and brainstorm solutions to aggression in their own lives.



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Who Are the Jewish Partisans?

par-ti-san *noun*: a member of an organized body of fighters who attack or harass an enemy, especially within occupied territory; a guerrilla

During World War II, the majority of European Jews were deceived by a monstrous and meticulous disinformation campaign. The Germans and their collaborators isolated and imprisoned Jews in ghettos. Millions were deported into concentration camps or death camps—primarily by convincing them that they were being sent to labor camps instead. In reality, most Jews who entered these so-called “work camps” would be starved, murdered or worked to death. Yet approximately 30,000 Jews, many of whom were teenagers, escaped the Nazis to form or join organized resistance groups. These Jews are known as the Jewish partisans, and they joined hundreds of thousands of non-Jewish partisans who fought against the enemy throughout much of Europe.

What Did They Do?

Partisans were determined to do battle with the Germans. They were not powerful enough to attack them frontally; that was the task of Allied armies. But partisans could use speed, surprise, mobility and full knowledge of the area to attack the Germans and then escape before their enemies had time to confront them. Jewish partisans blew up thousands of German supply trains, convoys, and bridges, making it harder for the Germans to fight the war. Partisans also destroyed power plants and factories, focusing their attention on military and strategic targets, not on civilians. Jewish partisans forced the Germans to expend massive amounts of resources on combating them, disrupting their focus from multiple fronts against the Allies. One German commander called the Jews a “dangerous element” for their participation in partisan units in Russia.¹ In Lithuania, where Jewish partisans made up approximately 10% of all partisan fighters, they were responsible for 79% of derailed German trains and injuring nearly 50% of all enemy soldiers.² Jewish partisans saved thousands of Jewish lives, in some cases literally breaking Jews out of the confines of well-guarded ghettos, and in at least one situation, digging a tunnel to free 250 people from a ghetto. It is important to note that many partisans credit three things for their survival—luck, knowledge, and opportunity—not heroism, courage, and bravery.

How Did Other Jews Resist?

Resistance against the Germans took many different forms. In addition to the physical resistance of the partisans and ghetto fighters, spiritual resistance took the form of prayer services, and teaching children to read Hebrew. Artistic resistance produced art and poetry in ghettos and camps. Without taking up arms, these Jews stood in defiance to the Nazis, who sought to strip Jews not only of their lives, but also of their dignity and self-respect in order to facilitate the killing process. Jews countered the Germans and their collaborators in still other ways. Smugglers sent children to safety and couriers carried messages between the ghettos. Forgers created documents to ensure Jews safe passage to non-occupied countries or create fake identity cards that allowed Jews to “pass” as non-Jews. Jews in the work camps also sabotaged guns and other products they were forced to make for the Germans.

Why Should We Learn About the Jewish Partisans?

Most students falsely believe that Jews went “like sheep to the slaughter.” They perceive the Holocaust as a piece of Jewish history only about victimization and the loss of hope. The experience of thousands of Jewish partisans who stood up to tyranny and oppression, fought courageously—and often successfully—against the Germans, and saved countless lives is an important part of Jewish history that few students are aware of. This information has the power to transform people’s perception of the Jewish experience during the Holocaust, providing a clearer picture of Jewish heroism and character. After learning about the partisans, non-Jewish teens acquire a greater understanding about the Jewish people, leading to interfaith dialog and tolerance, while many Jewish teenagers often feel empowered, developing a stronger sense of Jewish identity and pride. The story of the Jewish partisans is empowering, and demonstrates how young people can make a positive difference in the world.



A group of Jewish members of the Lenin battalion of the Lipczany forest. 1944. Location: Belorussia. Source: Museum of Jewish Heritage

Life Lessons of the Jewish Partisans

Most of the Jewish partisans that JPEF interviewed agreed that three important life lessons must be passed on to future generations:

- *Young people can make a difference*
- *Stand up to tyranny, oppression, and discrimination...early*
- *Never give up*

JPEF encourages educators to discuss these with their students throughout this lesson.

What is JPEF?

The Jewish Partisan Educational Foundation develops and distributes effective educational materials about the Jewish partisans, bringing the celebration of heroic resistance against tyranny into educational and cultural organizations. JPEF produces lessons, study guides and films for 6th-12th grade History, English, Ethics, Leadership, Jewish Studies and more. JPEF educational materials are a key curriculum component in thousands of Jewish and secular schools worldwide.

1. Documents of the Holocaust, edited by Yitzhak Arad, Israel Gutman, and Abraham Margalioit (Lincoln, The University of Nebraska Press, Jerusalem, Yad Vashem 1999), 441–444.

2. Fighting Back, Dov Levin, (New York, Holmes & Meier Publishers, 1985), 196.

How to Use this Lesson

The Jewish Partisan Educational Foundation has produced a comprehensive and thought-provoking new curriculum called RESIST. The lessons of RESIST transmit values and enduring understandings arising from the stories of the Jewish partisans.

This RESIST lesson is divided into six sections. These sections provide teachers and instructors with an overview of the lesson, a guide containing background information on the subjects at hand, instructions on how to prepare for the lesson, an easy-to-follow lesson procedure, materials and attachments necessary to conduct the lesson, and an evaluation component that gives teachers and instructors the ability to assess the effectiveness and impact of the lesson. The following is a list of these six sections.



Recreation of how partisans laid explosives on train tracks. Location: Lithuania. Source: Ghetto Fighter's House



JPEF presentation at Camp Tawonga. 2005. Source: JPEF Archives

Overview

Contains a summary of the lesson and learning objectives.

Guide

Provides additional information for the teacher/instructor about the topics at hand.

Setup

Lists the materials and space necessary to carry out the lesson and explains how to prepare for the lesson.

Procedure

Lists step-by-step instructions for running the lesson. Action words are boldfaced.

Attachments

The worksheets, forms, and other materials needed to complete a particular lesson.

Appendix

Provides additional materials for extending this lesson and integrating with the rest of your curriculum.

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Overview

This lesson will take two 45-60 minute classes and is targeted for 9th to 12th grade students.

The lesson is also designed so you can integrate the tools and pedagogy for analyzing conflict into other parts of your curriculum throughout the year (see *Appendix* for guidelines and examples).

Lesson Summary

Resistance and aggression are constant themes that extend beyond history and current events into literature, the arts, our own communities and sometimes our daily lives. We teach our students that violence should always be a last resort. However, there are few tools to help us decide when (if ever) armed resistance is called for, what the alternatives are, and how to evaluate whether a specific form of violence or non-violence is in-scale, or even effective, in the situation.

Tactics of Resistance gives young people an opportunity to expand their thinking about the spectrum of possible responses to genocide and other forms of aggression—from non-violent to armed resistance. Students consider the positive, negative and unintended consequences of individual actions, and apply critical thinking to such questions as: How do people manage to fight back against overwhelming odds? What options are available? What's appropriate? Who decides?

Students discover their own answers through the lens of the Jewish partisans using the *Resistance Matrix*, a simple tool for analyzing aggression, resistance and outcomes. You can then apply the matrix and pedagogy to your own curriculum, analyzing historical, contemporary and even fictional conflicts that you've already studied or plan to cover.

Students start with a *Partisan Biography*, which highlights a (sometimes surprising) breadth of armed and unarmed resistance tactics used by that partisan and the people in their lives. The biographies also illustrate how people change resistance tactics in response to increasing levels of aggression: sometimes by increasing the intensity of confrontation, sometimes through more clandestine, subtle, or personally meaningful actions.

The *Tactics List of Aggression and Resistance* used during the Holocaust aids comprehension and analysis by providing a list of methods (tactics), classified into categories (strategies) of increasing conflict or intensity. Students are encouraged to research and add to this list, and you can modify this list to apply to other situations.

Of course, some tactics don't fit neatly into just one category. Nor are the choices and outcomes simple to analyze, even with the advantage of hindsight. Students are encouraged to name and complicate their thinking around this and the many other gray areas that resistance to genocide and other forms of oppression raise.

Applying the Matrix

The matrix is designed so that, after completing this lesson, you can apply the pedagogy to nearly any other conflict that you teach about throughout the year, such as: current events, the civil rights movements of the '60s, genocide resistance in Rwanda, the Boston Tea Party, Biblical stories, novels, etc. See the Appendix on page 24 for more information.

Discussing Terrorism

Lesson Two of this curriculum includes the question: "Are terrorist tactics ever justified?"

The goal of this question is not to generate consensus, but to stimulate critical thinking and give students an opportunity to engage with the subject of terrorism within a greater context.

For the purposes of this lesson, terrorism is defined as violence with the intention of maximizing civilian casualties in order to establish a climate of fear. This is in contrast to partisan tactics, which primarily target military units, not civilians—even if civilians may accidentally be injured or killed. This is an important difference that students might miss when learning about the Jewish partisans.

Lesson Objectives

- Apply critical thinking to the concepts of Resistance and Aggression
- Learn about the wide spectrum of armed and unarmed Jewish resistance during the Holocaust, including the Jewish partisans
- Recognize and be able to categorize different forms of resistance
- Distinguish between partisan tactics and terrorist tactics
- Identify acts of aggression, resistance and their outcomes during the Holocaust and other events, including historical and contemporary conflicts worldwide and in their communities
- Review and respond to photographic images of resistance
- Expand vocabulary of resistance options, so that students become *ambassadors of nuance* among their peers, in their communities, and in their own lives

It is hoped that after completing this lesson, students will have access to a greater range of creative options for responding to aggression, consider long- and short- term consequences, and make choices that contribute to a more peaceful world.

Guide

Resistance...

is a concept that students intuitively understand, but rarely have an opportunity to critically examine. Resistance can be noble, it can be trivial, it can be morally questionable. Is resistance hitting back or refusing to be provoked? Is it refusing to do homework because you don't like the assignment? Is the witness who plans to fight another day an upstander or a bystander?

The point of the lesson is not to give the 'correct' answer, but to expand students' range of choices, and help them think about when resistance is called for and in what form. For the purpose of this lesson, Resistance is defined as: organized or personal opposition to aggression, and can be organized into the following categories/strategies:

Non-Confrontational: Peaceful, often clandestine or internal acts that do not directly involve the aggressor. Examples include organizing mutual-aid groups or praying in private.

Confrontational Non-violence: Directly opposing or publicly defying the aggressor; also known as direct action. Examples include demonstrations, legal actions, and civil disobedience.

Armed / Violent Resistance: Physically attacking the aggressor or their allies/assets. Examples include individual self-defense, property destruction and armed combat.

Aggression...

is defined in this lesson as: **any act intended to cause harm to or intimidate someone else**, whether by individuals, groups or entire nation.

Aggression can take many forms: physical, verbal, legal, emotional, economic, etc., and can be organized into the following categories/strategies:

Discrimination: Arbitrarily limiting rights or encouraging unjust treatment of groups or individuals. Examples include racist cartoons, substandard housing, and segregation.

Deprivation & Theft: Stealing property (through law or force) and preventing access to basic needs. Examples include confiscating businesses and severing communication.

Violence: Physically or psychologically harming individuals. Examples include: punching, abduction, and intimidation.

Mass Violence: Violence and inhumane acts carried out against large numbers of people. Examples include death squads, invasion and genocide.

The Tactics List...

is a side-by-side inventory illustrating the spectrum of Jewish resistance tactics used to oppose the many tactics of aggression



Non-Confrontational Resistance: The first Kindertransport arrives in Britain on December 2, 1938. Source: USHMM

used by the Germans and their collaborators. Tactics on both sides are generally listed in order of increasing intensity. The handout is a guide, not a definitive list, and some tactics defy simple categories. Students are encouraged to debate and decide for themselves what to add to the list and whether to reclassify certain tactics.

The Resistance Matrix...

can be seen as a visual map tool that enables students to analyze the complex interplay of aggression and resistance over time. It also helps students analyze the positive and negative outcomes of individual choices and can be applied to a wide variety of situations (see Appendix).

In this lesson, the Matrix subtly reveals how people respond to increasing levels of aggression, sometimes with more intense and sometimes more subtle forms of resistance. As the Nazi regime gradually increased the aggression, most Jews responded with what were considered appropriate levels of non-violent resistance. By the time they realized that they were in the midst of a systematic murder campaign, it was generally too late to take up arms.

The Film...

Introduction to the Jewish Partisans is 7 minutes long and can be viewed as a part of this lesson (see Procedure, p. 7). The film gives crucial background about the approximately 30,000 Jews—many of them teens—who fought back against the Germans and their collaborators in armed resistance groups.

The Jewish Partisan Educational Foundation

produced the film used in this lesson after interviewing over 40 surviving partisans. Narrated by Ed Asner, it includes rare stock footage and photographs of partisans in action. The film can be ordered through JPEF by calling (415) 563-2244 or emailing dvd@jewishpartisans.org. For more about the Jewish partisans, please visit www.jewishpartisans.org

Setup

Prerequisites / Preparation

Any facilitator using this activity should review it in its entirety, in advance. JPEF provides online lesson preparation through our free **Tactics of Resistance video course**, available at: www.jewishpartisans.org/elearning.

This is an advanced lesson, which *assumes that students have a basic understanding of the Holocaust* and its historical context.

This lesson introduces the subject of Jewish resistance and the partisans, so the class does not need to be familiar with the subject, but it is recommended. Taking JPEF's *Resistance Basics* video course beforehand (on your own or with your class) will speed the lesson and give you more time for in-depth discussion.

What You Will Need

- PENS for each student.
- *INTRODUCTION TO THE JEWISH PARTISANS* film, or printouts of *WHO ARE THE JEWISH PARTISANS?* (page 1). The film is 7 minutes long and can be viewed on a computer with internet access at: www.jewishpartisans.org/films or you can contact JPEF for a DVD of this and other films. A projector or large-screen monitor is helpful.
- JEWISH RESISTANCE SLIDESHOW (pages 14-23). You can show/project these pages one by one, or print the pages for your class to view. This presentation is also available as a Microsoft PowerPoint at www.jewishpartisans.org/resist.
- STUDENT HANDOUTS: 1 copy for each student: *Tactics List*, *BLANK Resistance Matrix* and *Frank Blaichman Biography (student version)* for each student (pages 11-13).
- TEACHER'S SET OF HANDOUTS: 1 set of the above handouts, plus the Teacher's version of the *Frank Blaichman Biography* and *Resistance Matrix* (pages 9-10).
- OPTIONAL HANDOUTS / PRE-FILLED MATRICES: if you want to apply the matrix and pedagogy to other subjects. See the *Appendix* for details.
- FOLDER to collect completed student handouts at the end of Lesson One.

Classroom Setup - Lesson One

- A/V: All video presentations should be pre-loaded, and internet/sound/video tested before class.

OPTIONAL: The Jewish Resistance Slideshow can also be presented as a Silent Gallery exercise. See www.jewishpartisans.org/slideshow for more information.

- DRY ERASE BOARD or large pad of paper.
- COLORED MARKERS: It is very useful when filling out the Resistance Matrix to consistently use distinct colors for each column (e.g.: red for Aggression, blue for Resistance, green for Outcomes, etc.). See the *Tactics of Resistance Video Course* for examples.
- WRITE the question: "What is Resistance?" on the board.
- WRITE the following definitions on the board, then cover each so they can be revealed later in the lesson.
 - Resistance: organized or personal opposition to aggression*
 - Aggression: any act intended to cause harm to or intimidate someone else*
 - Non-Confrontational Resistance: Peaceful acts that do not directly involve the aggressor*
 - Confrontational Non-Violence: Directly opposing or publicly defying the aggressor*
 - Armed / Violent Resistance: Physically attacking the aggressor or their allies/assets*

Classroom Setup - Lesson Two

- REPLICATE the Teacher's Version of Matrix from page 11 on the board, but *do NOT include* the arrowed lines.
- REPOST definitions for lesson one on the board, as well as the students' responses to the question "Why do people resist?"
- FOLDER with completed student handouts from Lesson One.

Procedure: Lesson One

A) RESISTANCE AND AGGRESSION – 5 minutes

1. **Prepare** classroom according to the Setup on page 5.
2. **Introduce** lesson objectives: a) to talk about Resistance to Aggression and b) give students tools to help them resolve conflicts.
3. **Ask** students for examples of Resistance to Aggression they have seen or experienced. Write answers on board.
4. **Ask** how they would define 'Resistance'.
5. **Reveal** the following definition and modify as needed to build consensus for a term that encompasses all student responses:
Resistance: Organized or personal opposition to Aggression
6. **Ask** students to define 'Aggression', noting that aggression can take many forms (i.e.: physical, verbal, legal, emotional, economic, etc.).
7. **Reveal** the following definition, modifying and building consensus as needed:
Aggression: Any act intended to cause harm to or dominate someone else
8. **Ask:** "Why do people resist?" Write answers on board. (Sample answers: Defeat the enemy, Self-respect, Make a difference, Don't want to be told what to do.)
9. **Show** *Introduction to the Partisans* film or have students read "Who Are the Jewish Partisans" (p.1).
10. **Ask** students to list what forms of violent and non-violent resistance came up in the film they just saw. Transcribe on board. Examples from the film can include:
Violent: Guerilla warfare, Direct combat, Ambushes, Bombing trains & depots, Sabotage, Disrupt communications, Interrupt transportation
Non-Violent: Hide/Escape, Rescue Jews from ghettos, Survive in the forest, Steal food, Get help: befriend locals ('friendly peasants'), Documentation (photos), Singing/Art (partisan song), Live to tell the story
11. **Remind** students of Sonia Orbuch's quote from the film: "People were fighting back every which way they can [could]."
12. **Explain** that there were literally millions of acts of Jewish resistance each day. A small number of Jews had the opportunity to take up arms. Nearly everyone else who could resist did, to the best of their ability.
13. **Ask** students to list other Non-Violent examples of Jewish resistance. Write on board. Refer to the Tactics List (p. 12) for examples.

B) TALES OF RESISTANCE – 10-15 minutes

1. **Tell** students that they will help you create a short scenario illustrating aggression, resistance and possible outcomes. Use the following example:

"I saved up for months and just bought myself a car. My older sister snatched the keys and took her friends for a ride. So I put a padlock on her door, and wouldn't give her the combination

until my sister gave me the keys. I got the keys back, but I got in trouble with my parents."

2. **Chart** out the scenario on board using this simplified matrix:

AGGRESSION	RESISTANCE	OUTCOMES	
		SHORT-TERM	LONG-TERM
Sister Stole Keys	Padlock	+ Got back keys	- Got in trouble

3. **Ask** class: "Was this tactic effective?" Point out that effectiveness can often be evaluated based on your objectives (e.g.: to get keys back at all costs, or to come up with most peaceful resolution).
4. **Ask:** "What other tactics could I have tried?" Write answers in Resistance column in matrix. Select three to five tactics and ask for long and short-term Outcomes. Mark as:
+ = positive +/- = mixed
- = negative ? = unknown
5. **Explain** to students that one way to look at Resistance is to break it down into three main categories or 'strategies'.
6. **Reveal** definitions of three Resistance tactics in preparation for next activity (*Non-Confrontational, Confrontational Non-Violence* and *Violent* resistance). See Setup on page 5 for more information.
7. **Categorize** student-generated list of resistance tactics (i.e.: *Padlocking your sister's door is Confrontational Non-Violence. Telling on her would be Non-Confrontational. Putting venomous snakes in her room would be Violent*).

C) ILLUSTRATING RESISTANCE – 5 minutes

1. **Project** the Jewish Resistance Slideshow on pages 16-26, or pass out printed out copies. A PowerPoint version of the slideshow is also available at www.jewishpartisans.org/resist.
2. **Ask** students to categorize slides as *Non-Confrontational (NC)*, *Confrontational Non-Violence (C)* or *Armed / Violent (V)*
Suggested answers:



3. **Explain** that categories are often not clear-cut. Discuss as needed.

OPTIONAL: This activity can also be presented as a Silent Gallery exercise. See www.jewishpartisans.org/slideshow for more information.

(Lesson Continues on Next Page)

Procedure: Lesson One (continued)

D) RESISTANCE STORIES / WRAP-UP – 15-20 minutes

1. Tell the class that they are going to think deeper about Aggression and Resistance, and their consequences/outcomes (both short- and long-term).
2. Pass out copies of the *Frank Blaichman Biography, Blank Resistance Matrix* and *Tactics List* (pages 12-14) to the class.
3. Review *Tactics List*, making sure the students understand the meanings of the various Aggression categories (Discrimination, Deprivation & Theft, etc.).
4. Erase answers from Activity B and add the categories of Aggression and Resistance (Discrimination, Deprivation & Theft, etc.) as indicated in the *Blank Resistance Matrix*.
5. Ask one student to read Section One of the *Frank Blaichman Biography*.
6. Ask class to identify and categorize the highlighted instances of Aggression, Resistance and Outcomes in Section One (see example on right).
7. Transfer their responses to the blank matrix on the board and have students do the same in their own blank matrices. Refer to the **Teacher's Versions** of the *Frank Blaichman Biography* and the *pre-filled Resistance Matrix* on pages 9-10 to help guide you.
8. Instruct students to find two more instances of Resistance to Aggression in Section One, underlining the Aggression, Resistance and related Outcomes for each.
9. Poll class for their answers. Transfer student responses to the matrix on the board, working with your class to decide on the appropriate categories. Have students record their answers (which may differ from those on the board) in their own matrices. Refer to the *pre-filled Teacher's Matrix* to help you with this step. Do NOT include the arrowed lines indicated on the sheet (you will add these in Lesson Two).
10. Repeat steps 7-8 and with Sections Two and Three of the Biography in order to complete the matrix on the board. If class needs more time to finish, inform them that they can complete the activity at the beginning of the next class.
11. Ask students to write their names on all attachments and hand them in, to be returned for use in the next lesson.

Matrix Example (steps D-5 to D-6, left)

AGGRESSION	RESISTANCE	OUTCOMES	
DISCRIMINATION	NON-CONFRONTATIONAL	SHORT-TERM	LONG-TERM
Armbands	Take off armband	- could be punished	+ Gets away with it (can buy food)

Based on Frank Blaichman Biography Excerpt:

SECTION ONE: TAKING RISKS

Frank Blaichman was 16 when the German army invaded his small town of Kamionka in 1939. The Germans imposed harsh decrees and regulations to isolate the Jews. They were required to wear armbands (*Aggression*) identifying them as Jews, and were forbidden to buy food and other much-needed supplies from non-Jews. Though practicing their religion was also outlawed, Frank's family and many others secretly celebrated Shabbat and other holidays, helping to lift their spirits.

As starvation and disease quickly ran rampant, young Frank took great risks to help his family. He rode his bicycle from town to town without permits, hiding his armband (*Resistance*) to pass as a non-Jew and keeping to the fields to illegally buy food on the black market – actions punishable by fines, beatings or worse. Frank was never caught, (*two Outcomes*) and his efforts kept his family alive – for a time. Tragically, Frank's cousin and uncle were shot on the spot when the Germans discovered fresh meat and bread in their homes – food they possibly received from Frank.

Procedure: Lesson Two

A) SETTING THE STAGE – 5-10 minutes

1. **Before class:**
 - **Prepare** classroom according to the Setup on page 5.
 - **Replicate** Teacher's Version of Matrix from page 11 onto the board, but **do NOT** include the arrowed lines.
2. **Return** completed worksheets from Lesson One to students. *If class did not complete matrix in last lesson, do so now (refer to student handouts and pre-filled matrix on the board to help you).*
3. **Review** concepts from previous lesson, including why people resist. Tell students they will build on last class to further explore the spectrum of possible responses to aggression.
4. **Compare** students' responses to matrix on the board. Discuss differences and explain that for purposes of this class, you will work from the version on the board.
5. **Analyze** Frank's father's act of resistance (punching the policeman and calling him a traitor) in light of his possible objectives, such as saving the refugee at all costs, or making the policeman change his ways. Ask students for other possible objectives.

B) REFLECTIVE DISCUSSION – 10 minutes

1. **Draw** lines between German acts of Aggression and corresponding Jewish Resistance tactics. *Refer to the Teacher's Version of the matrix to guide you.*
2. **Ask** students what trends they notice (*i.e.: between intensity of Aggression and Resistance over time*).
3. **Point** out that, in general, Aggression and Resistance are symmetrical: resistance increases as the intensity of aggression goes up over time. Note that there are always exceptions (many more Jews attempted to escape than had the opportunity to fight as partisans).
4. **Take** a moment to discuss other trends, complexities, and gray areas that come up, such as: tactics that could fit more than one category, the fact that some acts of resistance have no specifically identifiable cause while others have many, and outcomes that become the next act of aggression or resistance.

C) VIOLENCE, TERRORISM, AND THE HOLOCAUST – 10-15 minutes

1. **Ask:** In general, do you think that the intensity of resistance should match the intensity of aggression? Why? Are there times when resistance tactics should be asymmetrical?
2. **Ask:** When, if ever, is violence an appropriate tactic? What does 'appropriate' mean? Who decides?
3. **Ask:** Does labeling someone's actions as 'resistance' imply that their tactics or goals are morally justified? How can you validate the justice (or injustice) of the tactics they use, and why they chose to resist in the first place?
3. **Emphasize** that some sources of information—particularly those on the internet—can be of questionable accuracy and note that all sources contain inherent biases / limited perspective. *Media Literacy Note: this is an opportunity to*

discuss research techniques and for students to brainstorm ways to apply critical thinking skills.

4. **Ask:** Are terrorist tactics—such as killing civilians by bombing a crowded restaurant—ever justified? Why or why not?

5. **Explain** the following:

"There is no one accepted definition of terrorism. However, terrorist tactics generally attempt to maximize civilian casualties in order to establish a climate of fear. The Jewish partisans, on the other hand, focused on military targets and made it a priority to minimize civilian casualties.

"In modern-day conflicts, people sometimes compare their opponents' tactics to that of Nazi Germany. However, the Holocaust was unique in many critical ways, primarily that the Nazis' stated policy goal—"The Final Solution to the Jewish Problem"—was to murder every single Jew on earth: men, women and children.

"At no other time in history has an entire nation been mobilized to completely, and so brutally, destroy another people. It is our job to help make sure it never happens again."

D) EXAMINING CONFLICT / WRAP-UP – 20-25 minutes

1. **Examine** a case of Aggression that teenagers have to deal with in their own lives. Ask students for examples that they personally know of or are concerned about (*e.g.: bullying in the locker room.*)
2. **Use** the matrix to help students brainstorm possible ways to resist and explore short- and long-term outcomes (*e.g.: punching the bully gives short-term satisfaction, but long-term consequence could include expulsion or creating an increasing cycle of violence*).
3. **Evaluate** outcomes based on different possible objectives (*e.g.: getting out aggression vs. actually resolving the conflict*).
4. **Encourage** students to come up with and evaluate out-of-the-box solutions (*e.g.: asking a local sports hero to mediate the conflict*) and imagine possible outcomes.
4. **Discuss** how similar brainstorming processes could be applied to other conflicts.
5. **Conclude** with the following:

"What would resolve this conflict? We have the luxury of time and hindsight to consider tactics that will likely resolve conflict. During the Holocaust, people didn't have that luxury. Many had no idea about what was happening to them until it was too late, and had no option that would truly resolve the situation?"

"We have the opportunity and the responsibility to make positive choices in our own lives, to resist in the most effective and just way that resolves conflict and ultimately contributes to a society we want to live in."

EXTENDING THIS LESSON THROUGHOUT THE YEAR

To get the most out of this lesson, return to the core concepts and create matrices for other conflicts you have already studied—or will study—throughout the year. See the Appendix for guidelines.

Partisan Biography: Frank Blaichman

TEACHER'S VERSION

WHO: Frank Blaichman (on left and circled)

WHERE: Poland **WHEN:** 1944-1945

SOURCE: Frank Blaichman, *Rather Die Fighting*

INSTRUCTIONS:

1. Taking turns with your teammates, read entire bio to each other.

For the section your team is assigned:

2. Underline instances of Aggression, Resistance and Outcomes. See underlined examples below:

(A)-Aggression

(R)-Resistance

(O)-Outcome

3. Place instances of Resistance and Aggression tactics in columns 1 & 2 of Resistance Matrix handout by category (Non-Confrontational, etc.). Refer to the Tactics List handout for help.

4. Place long-term and short-term Outcomes for each Resistance tactic in columns 3 & 4 of Matrix. If you have extra time, brainstorm and add other possible outcomes.



NOTE: The student version comes with one pre-underlined set of Aggression-Resistance-Outcomes, highlighted here in gray.

SECTION ONE: TAKING RISKS

Frank Blaichman was 16 when the German army invaded his small town of Kamionka, Poland in 1939. The Germans imposed harsh decrees and regulations to isolate the Jews: they were required to wear armbands (A) identifying them as Jews, and were forbidden to buy food (A) and other much-needed supplies from non-Jews. Though practicing their religion was also outlawed (A), Frank's family and many others secretly celebrated (R) Shabbat and other holidays, helping to lift their spirits (O).

As starvation and disease ran rampant (A) young Frank took great risks to help his family. He rode his bicycle from town to town without permits, hiding his armband (R) to pass as a non-Jew. He kept to the fields to help his family illegally buy food on the black market (R) – actions punishable by fines, beatings or worse. (O) Frank was never caught (O) and his efforts kept his family alive – for a time (O). Tragically, Frank's cousin and uncle were shot (O) on the spot when the Germans discovered fresh meat and bread in their homes – food they had possibly received from Frank.

SECTION TWO: ESCAPE / STANDING UP

Soon after, the Jewish community in a nearby town received a tip from their Judenrat (Jewish council) that an upcoming mass 'deportation' (A) was actually a train headed for a death camp. Hundreds fled (R) – some to Kamionka. A few days later one of these refugees burst into the apartment, pursued by a Jewish policeman (A). Frank's father struck the policeman down (R), calling him a traitor (R). The policeman didn't argue (O), Frank recalls, "He just got up to knock on the door of the next house." (O).

SECTION THREE: "RATHER DIE FIGHTING"

As it became clearer that these were not isolated incidents, but part of a larger murder campaign to extinguish the Jewish people (A), Frank knew he had to escape. He fled to the forest. (R) and eventually organized an all-Jewish partisan unit. (O)

Frank's group dynamited bridges and railroad tracks, made hit-and-run attacks on military supply trains, ambushed German Army trucks and military cars, and bombed German headquarters in several towns in the area, doing their best to avoid civilian casualties. They eventually made contact with the Allies and Frank was soon promoted to be the youngest platoon commander in his brigade. Frank and his men took part in many battles against the Germans and their collaborators (R). Some of his fellow soldiers were killed in combat. (O) others survived to help liberate Poland (O) in 1945.

EPILOGUE (OPTIONAL)

Following the German surrender, Frank married his wartime sweetheart, Cesia Pomeranc. They immigrated to the United States, where they raised three children and worked together to build a successful business. Frank lives in New York and lectures about his experiences in the partisans (as of 2012). His memoir, *Rather Die Fighting*, was published in 2009.

Tactics of Resistance

Resistance Matrix - Teacher's Version



1. List resistance and aggression tactics from text, and categorize by strategy (*Discrimination, Deprivation & Theft, etc.*)

2. List and evaluate short and long-term outcomes

+ POSITIVE - NEGATIVE +/- MIXED ? UNKNOWN

3. Brainstorm possible resistance and aggression objectives

WHY CHOOSE PARTICULAR AGGRESSION TACTICS/STRATEGIES? WHAT DO YOU THINK THEY WERE TRYING TO ACCOMPLISH?

POSSIBLE OBJECTIVES:

AGGRESSION		RESISTANCE		OUTCOMES	
		NON-CONFRONTATIONAL		SHORT-TERM	LONG-TERM
DISCRIMINATION	Harsh decrees: Armbands	→	Take off armband	- Could be punished	+ Gets away with it (can buy food)
	Harsh decrees: Outlaw religion	→	Celebrate Shabbat (secret)	- Whole family at risk	+ Keeps spirits up
DEPRIVATION & THEFT	Harsh decrees: Forbidden to buy food	→	Black market	+ Food for family	- Uncle and cousin murdered
		→	Escape		
			CONFRONTATIONAL NONVIOLENCE		
VIOLENCE	Policeman chases fugitive	→	"Traitor!"	+ Cop leaves	+ Gets away with it
		→	VIOLENT	+ Fugitive escapes	? Did fugitive survive?
		→	Punch him out	- Risk punishment	+ Inspire Frank to resist
		→		+ Self respect	- ? Cop may have apprehended other Jews
MASS VIOLENCE	Round-ups	→			
	Genocide	→	Partisan Warfare	+ Fought back / revenge	+ Won!
		→		- Risked life	- Not everyone survived

Tactics of Resistance

Tactics List

Examples of German Aggression and Jewish Resistance during the Holocaust:



AGGRESSION

DISCRIMINATION

Arbitrarily limiting rights or encouraging unjust treatment of groups or individuals

- Unfair Treatment
- Stereotyping
- Segregation
- Restricting Employment & Trade
- Institutionalized Racism
- Rumors / Propaganda
- Inciting Violence

DEPRIVATION & THEFT

Stealing property (through law or force) and preventing access to basic needs

- Confiscation (stealing)
- Isolation / Ghettoization
- Travel Restrictions
- Confiscating Businesses
- Outlawing Religious Practice
- Blocking Communication
- Limiting Access to Food and Water

VIOLENCE

Physically or psychologically harming individuals

- Property Damage
- Desecration
- Separating Families
- Intimidation
- Unjust Arrests and Incarceration
- Sterilization
- Murder / Executions
- Torture
- Rape

MASS VIOLENCE

Violence and inhumane acts carried out against large numbers of people.

- Starvation
- Slavery (labor camps)
- Mass murder
- Death camps
- War / Invasion
- Genocide

RESISTANCE

NON-CONFRONTATIONAL RESISTANCE

Peaceful acts that do not directly involve the aggressor (often done in secret)

- Spiritual / Religious
- Artistic
- Jokes
- Documentation / Reporting
- Sharing Food and Information
- Forbidden Commerce / Black Market
- Non-Cooperation (secret)
- Hiding and Escaping
- Smuggling (people & goods)
- Helping Each Other*
- Retaining Their Humanity*
- Simply Surviving*

CONFRONTATIONAL NON-VIOLENCE

Directly opposing or publicly defying the aggressor (also known as direct action)

- Speaking Up
- Protesting
- Giving False Information in Order to Save Lives
- Negotiation / Legal Action
- Publishing / Propaganda
- Non Cooperation / Openly Disobeying Laws
- Work Stoppages / Strikes
- Civil Disobedience
- Stealing Food
- Sabotage

VIOLENT/ARMED RESISTANCE

Physically attacking the aggressor or their allies/assets

- Unarmed Fighting
- Property Destruction & Sabotage
- Bombing Trains / Destroying Bridges
- Punishing / Killing Collaborators
- Intimidation
- Partisan warfare (*military targets and collaborators*)
- Terrorism (*civilian targets, with the intention of creating a climate of fear*)
- Conventional Warfare

Partisan Biography: Frank Blaichman

WHO: Frank Blaichman (on left and circled)

WHERE: Poland **WHEN:** 1944-1945

SOURCE: Frank Blaichman, *Rather Die Fighting*

INSTRUCTIONS:

1. Taking turns with your teammates, read entire bio to each other.

For the section your team is assigned:

2. Underline instances of Aggression, Resistance and Outcomes. See underlined examples below:

(A)-Aggression

(R)-Resistance

(O)-Outcome

3. Place instances of Resistance and Aggression tactics in columns 1 & 2 of Resistance Matrix handout by category (Non-Confrontational, etc.). Refer to the Tactics List handout for help.

4. Place long-term and short-term Outcomes for each Resistance tactic in columns 3 & 4 of Matrix. If you have extra time, brainstorm and add other possible outcomes.



NOTE: one pre-underlined set of Aggression-Resistance-Outcomes is provided below, highlighted here in gray.

SECTION ONE: TAKING RISKS

Frank Blaichman was 16 when the German army invaded his small town of Kamionka, Poland in 1939. The Germans imposed harsh decrees and regulations to isolate the Jews: they were required to wear armbands (Aggression) identifying them as Jews, and were forbidden to buy food and other much-needed supplies from non-Jews. Though practicing their religion was also outlawed, Frank's family and many others secretly celebrated Shabbat and other holidays, helping to lift their spirits.

As starvation and disease ran rampant young Frank took great risks to help his family. He rode his bicycle from town to town without permits, hiding his armband (Resistance) to pass as a non-Jew. He kept to the fields to help his family illegally buy food on the black market – actions punishable by fines, beatings or worse. Frank was never caught (two Outcomes) and his efforts kept his family alive – for a time. Tragically, Frank's cousin and uncle were shot on the spot when the Germans discovered fresh meat and bread in their homes – food they had possibly received from Frank.

SECTION TWO: ESCAPE / STANDING UP

Soon after, the Jewish community in a nearby town received a tip from their Judenrat (Jewish council) that an upcoming mass 'deportation' was actually a train headed for a death camp. Hundreds fled – some to Kamionka. A few days later one of these refugees burst into the apartment, pursued by a Jewish policeman. Frank's father struck the policeman down, calling him a traitor. The policeman didn't argue, Frank recalls, "He just got up to knock on the door of the next house."

SECTION THREE: "RATHER DIE FIGHTING"

As it became clearer that these were not isolated incidents, but part of a larger murder campaign to extinguish the Jewish people, Frank knew he had to escape. He fled to the forest, and eventually organized an all-Jewish partisan unit.

Frank's group dynamited bridges and railroad tracks, made hit-and-run attacks on military supply trains, ambushed German Army trucks and military cars, and bombed German headquarters in several towns in the area, doing their best to avoid civilian casualties. They eventually made contact with the Allies and Frank was soon promoted to be the youngest platoon commander in his brigade. Frank and his men took part in many battles against the Germans and their collaborators. Some of his fellow soldiers were killed in combat, others survived to help liberate Poland in 1945.

EPILOGUE (OPTIONAL)

Following the German surrender, Frank married his wartime sweetheart, Cesia Pomeranc. They immigrated to the United States, where they raised three children and worked together to build a successful business. Frank lives in New York and lectures about his experiences in the partisans (as of 2012). His memoir, *Rather Die Fighting*, was published in 2009.

Tactics of Resistance

Resistance Matrix

1. List resistance and aggression tactics from text, and categorize by strategy (*Discrimination, Deprivation & Theft, etc.*)
2. List and evaluate short and long-term outcomes
 + POSITIVE - NEGATIVE +/- MIXED ? UNKNOWN
3. Brainstorm possible resistance and aggression objectives
 WHY CHOOSE PARTICULAR AGGRESION TACTICS/STRATEGIES? WHAT DO YOU THINK THEY WERE TRYING TO ACCOMPLISH?



POSSIBLE OBJECTIVES:

AGGRESSION	RESISTANCE	OUTCOMES	
		<u>SHORT-TERM</u>	<u>LONG-TERM</u>
DISCRIMINATION	NON-CONFRONTATIONAL		
DEPRIVATION & THEFT			
	CONFRONTATIONAL NONVIOLENCE		
VIOLENCE			
	VIOLENT		
MASS VIOLENCE			

Jewish Resistance Slideshow - 1

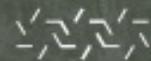
How Did Jews Resist the Holocaust?



From the Archives of the YIVO Institute for Jewish Research

"Fascism Must Be Smashed"

Voice of Youth Yiddish newspaper – Warsaw Ghetto, Poland, 1941



Jewish Resistance Slideshow - 2

Escape



First Kindertransport
Smuggling Jewish children to Britain



Jewish Resistance Slideshow - 3

Speaking Up



“We will NOT be led like sheep to the slaughter!

... Arise! Arise with your last breath!”

Vilna Jewish Partisan Manifesto
- Abba Kovner, Jewish resistance leader

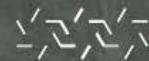


Jewish Resistance Slideshow - 4

Ghetto Revolts and Camp Uprisings



Warsaw Ghetto uprising
- Artist: Mieczyslaw Watórski, Poland



Jewish Resistance Slideshow - 5

Non-Cooperation



August Landmesser, refusing to salute Hitler
- Hamburg, Germany, 1936



Jewish Resistance Slideshow - 6

Religious Resistance



Secret religious celebration, illegal under Nazi law
Simchat Torah led by Zionist Youth Front, Lodz Ghetto, Poland



Jewish Resistance Slideshow - 7

Sabotage



Crematorium destroyed by Roza Robota and other prisoners during revolt at Birkenau death camp



Jewish Resistance Slideshow - 8

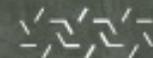
Documentation



"This is a photo as I would wish myself to look all the time.

Then I would maybe have a chance to come to Hollywood..."

Page from Anne Frank's Diary



Jewish Resistance Slideshow - 9

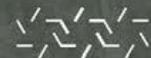
Staying Visible



"Death to Judah"
So the flag says
"Judah will live forever"
So the light answers

*"Juda verrecke"
Die Fahne spricht
"Juda lebt ewig"
Erwidert das Licht
- Inscription on back of photo*

Posner Family Channukah
Kiel, Germany, 1932

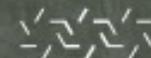


Jewish Resistance Slideshow - 10

Partisan Warfare



Frank Blaichman (left and circled), youngest platoon commander in his all-Jewish partisan unit



Appendix: Displaying the Slideshow and Photo Descriptions

PRESENTATION

For maximum impact, we recommend using a projector to display the slideshow on a screen in one of two ways:

- **Using This Document (PDF):** Go to page 14 of this document. Choose *View -> Zoom -> Actual Size* from the top bar of the application (Adobe Acrobat). Expand the window to full screen. Page through this PDF using the *arrow keys at the top of the window*. Ask students to classify each image (see key, below).
- **PowerPoint Version (PPT - Better Display):** Download the slideshow PPT at: www.jewishpartisans.org/resistance-slideshow.ppt. Open and choose *Slide Show -> Play from Start* from the top bar. Page through using the *arrow keys on your keyboard* as above.

KEY: (NC) = Non-Confrontational (C) = Confrontational Non-Violence (V) = Violent Resistance

Note that student may classify images differently. Point out that some images fall into gray areas, and that the same act can have different meanings depending on context. *Example:* If the secret celebration in slide #6 (Dancing With the Torah) was conducted in public, it would be confrontational instead of non-confrontational.

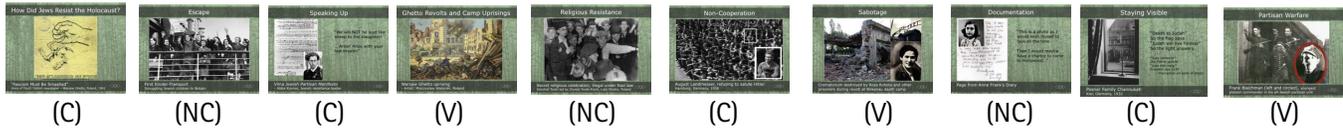


PHOTO DESCRIPTIONS

Students are often enthusiastic to find out more about the images in the slideshow. For more background on each image (and to help students classify each slide) refer to or summarize the descriptions below.

<p>How Did Jews Resist the Holocaust? "Fascism Must Be Smashed" Voice of Youth (Yugnt-Shtime) newspaper, Warsaw Ghetto, Poland, 1943</p>	<p>1) Swastika Fist-Smash (Publishing/Artistic) - CONFRONTATIONAL This illustration comes from a cover of <i>Yugnt-Shtime</i> ("the Voice of Youth"), an underground newspaper in the Warsaw Ghetto. Though conditions in the ghettos worsened day by day, few could believe the rumors of concentration camps, death squads and mass graves. Outlawed newspapers such as this were instrumental in convincing many that not only was the Nazi murder campaign real, but that resistance was both possible and necessary.</p>
<p>Escape First Kinder-Transport Smuggling Jewish children to Britain</p>	<p>2) Kindertransport (Escape) - NON-CONFRONTATIONAL From 1939 to 1940, approximately 10,000 Jews under the age of 18 escaped to Britain through the <i>Kindertransport</i>. They overcame harrowing obstacles to escape to waiting ships that would take them to freedom. Hundreds of adults - Jewish and non-Jewish - risked their lives to form underground railroads and smuggle these children to safety from Germany and nearby countries. British families from all walks of life (Christian, Jewish, and others) sponsored the refugee children and took them into their homes.</p>
<p>Speaking Up "We will NOT be lead like sheep to the slaughter! ... Arise! Arise with your last breath!" Vilna Jewish Partisan Manifesto - Abba Kovner, Jewish resistance leader</p>	<p>3) Vilna Partisan Manifesto (Speaking Up) - CONFRONTATIONAL "Jewish youth! Do not trust those who are trying to deceive you. Hitler plans to destroy all the Jews of Europe..." With these words Abba Kovner galvanized the Jewish Resistance of the Vilna Ghetto in Lithuania. His manifesto was printed and distributed throughout the ghetto, helping to inspire the Vilna Ghetto Uprising in 1943 (and, indirectly, the Warsaw Ghetto Uprising). Kovner would go on to lead the famed "Avengers" all-Jewish partisan unit, and reputedly continue to hunt Nazis after the war. He later helped found the State of Israel (both as a civilian and as an officer during the Israeli War of Independence) and went on to become a well-known poet and writer in Israel.</p>
<p>Ghetto Revolts and Camp Uprisings Warsaw Ghetto uprising Artist: Mieczyslaw Watórski, Poland</p>	<p>4) Warsaw Ghetto Uprising (Ghetto Revolts and Camp Uprisings) - VIOLENT Very little is known about this striking painting, only recently discovered in 2011, by Polish artist Mieczyslaw Watórski. This rare color image illustrates the Warsaw Ghetto Uprising, launched on the eve of Passover, 1943. Ill-equipped and vastly outnumbered, Jewish resistance fighters managed to force the German army outside the walls of the ghetto and hold them off for over three weeks (two weeks longer than the German invasion of France).</p>

Appendix: Photo Descriptions *(continued)*

<p>Non-Cooperation</p> <p>August Landmesser, refusing to salute Hitler Hamburg, Germany, 1936</p>	<p>5) Refusing Hitler Salute (Non-Cooperation) – CONFRONTATIONAL August Landmesser – a former member of the Nazi party – was arrested for the 'crime' of having two children with his Jewish fiancée, Irene Eckler (Nazi racial laws prevented them from marrying). August was sent to a slave-labor camp where he was forced to build ships for the German war effort. This photo was taken at a public ceremony for one ship's launch – it is rumored that Hitler himself was on-stage. The photo was discovered in 1995 by one of August's daughters. It was later posted on Facebook, soon becoming an internet meme and worldwide symbol of resistance.</p>
<p>Religious Resistance</p> <p>Secret religious celebration, illegal under Nazi law Simchat Torah led by Zionist Youth Front, Lodz Ghetto, Poland</p>	<p>6) Dancing With the Torah (Religious / Spiritual) – NON-CONFRONTATIONAL Little is known about this photograph of a Jewish youth group celebrating the Jewish holiday of <i>Simchat Torah</i> in the ghetto of Lodz, in German-occupied Poland. It is assumed this is a clandestine gathering, as prayer and observance of most Jewish rituals was forbidden by the Nazis. Defiance could result in death or worse – both for the resisters and their families. Still, many Jews continued to uphold religious and cultural traditions, lifting their spirits and strengthening community in the face of horrific circumstances.</p>
<p>Sabotage</p> <p>Crematorium destroyed by Rosa Robota and other prisoners during revolt at Birkenau death camp</p>	<p>7) Crematorium Destroyed by Death Camp Inmates (Sabotage) – VIOLENT Over several months, Roza Robota, along with several other Jewish women prisoners painstakingly smuggled small amounts of gunpowder from an Auschwitz munitions factory to the nearby Birkenau death camp. On October 7th, 1944, a small group of Birkenau prisoners organized an armed revolt. They overcame Nazi guards and destroyed one of the crematoria they were forced to operate. The women were captured afterwards and tortured for months. They never gave up the names of their fellow conspirators, except those who had already died in the uprising. Roza's final message to her comrades: "<i>Hazak v'ematz</i>" – be strong and have courage.</p>
<p>Documentation</p> <p>Page from Anne Frank's Diary</p> <p>"This is a photo as I would wish myself to look all the time. Then I would maybe have a chance to come to Hollywood."</p>	<p>8) Anne Frank's Diary (Documentation) – NON-CONFRONTATIONAL Thirteen-year old Anne Frank wrote her famous diary while in hiding with her family for two years during the Nazi occupation of the Netherlands. The act of recording her hopes, dreams and fears helped Anne through her daily struggles to survive. Anne's family was discovered and she died in the Bergen-Belsen concentration camp. But her diary survived. It is perhaps the best-known document of the Jewish experience during the Holocaust, and has become a testament to the human spirit for millions worldwide.</p>
<p>Staying Visible</p> <p>Posner Family Channukah Kiel, Germany, 1932</p> <p>"Death to Judah! So the flag says 'Judah will live forever' So the light answers 'Juda verreckt! Die Fahne spricht 'Juda lebt ewig.' Erwidert das Licht inscription on back of photo"</p>	<p>9) Menorah in the Window (Staying Visible) – CONFRONTATIONAL For eight nights Rachel Posner displayed the candles on her <i>channukiah</i> (menorah) in open defiance of the Nazi flag across the street, shortly before the Third Reich assumed power. This photograph was taken just before lighting the candles and was published in a local newspaper. The Posner family escaped from Germany, eventually settling in Israel. The candelabra is now on display at the Yad VaShem Holocaust museum – except during the Festival of Lights, when Rachel's grandchildren continue the tradition of lighting their grandmother's <i>channukiah</i> in their own homes.</p>
<p>Partisan Warfare</p> <p>Frank Blaichman (left and circled), youngest platoon commander in his all-Jewish partisan unit</p>	<p>10) Frank Blaichman and Fellow Partisan Officers (Partisan Warfare) – VIOLENT At 21, Frank was the youngest platoon commander in his all-Jewish unit of 400. They fought and beat enemy soldiers in many battles, while protecting unarmed Jews in a nearby family camp. As a teen, Frank took great risks to help his family survive the harsh conditions in his hometown of Kamionka, Poland. As conditions worsened, he fled to the forest and eventually organized his own partisan group. Read more about his story in the Partisan Biography contained in this lesson, and online at www.jewishpartisans.org/frankbbio</p>

Appendix: Applying the Matrix

Using the Matrix Throughout the Year

Tactics of Resistance is a framework you can use throughout the year for analyzing conflict across multiple subjects. It can be applied to historical situations, current events, religious studies, literature, leadership, violence prevention and more. To reinforce the concepts and techniques, we recommend starting with conflicts the class has already studied. Then use the Resistance Matrix and Tactics List to analyze new subjects as you introduce them to the class.

Students can also use the matrix to brainstorm possible solutions to other conflicts in their communities, school, and in their own lives. This work can be done individually, in small groups, or as a class as in the final exercise of Lesson Two. When studying events still in progress or situations where the resolution is not yet known, encourage students to think about what individual actions they could take right now to help affect the outcome.

Choosing Conflicts

It is best to apply the matrix to clear-cut episodes from within larger historical situations, or within a few peoples' lives, rather than an entire era. For example, instead of studying the American Revolution as a whole, focus on individual events, such as the Boston Tea Party and the events leading up to it. This lesson focuses on Frank Blaichman's story instead of Jewish resistance as a whole. This makes it simpler for students to make connections between tactics and outcomes. Personal stories also give a face to the human details, which often get left out of history.

Another important reason to focus on individual episodes is that in many (if not most) cases, the lines between Aggressor and Resistor are not clear-cut. For the atrocities that led up to and through World War II the aggressors – the Nazis and their collaborators – are clear. In contrast, the violence in Rwanda goes back many generations, with the roles of oppressor and oppressed switching back and forth many times. Students will often come to this conclusion on their own, pointing out that many acts of resistance could be considered as acts of aggression, depending on one's perspective.

Additional Activities

Essays and Exams: Use the Matrix to help students think more deeply about a topic and clarify their thinking. Matrices can serve as outlines for essays or 'cheat sheets' for examinations. You can also include a blank matrix in your exam and instruct students to provide evidence of tactics and outcomes or explain their rationale for linking individual events.

English and Literature: Instruct students to use the Matrix to chart out possible endings to their own stories, or look for logical fallacies in their arguments. For reading assignments, they can consider different points of view with matrices for individual characters. They can also brainstorm and rewrite the ending of a novel, or resolve a cliffhanger.

Civics: Have students critique political campaigns and evaluate student government. If you are running simulations in class, use the matrix afterwards to analyze both the results of the group activity and the group dynamics that occurred. We recommend complementing this lesson with JPEF's Finding Leadership lesson, which examines the difference between leadership and authority, and what makes for effective leadership (www.jewishpartisans.org/resist and www.jewishpartisans.org/elearning).

Tactics of Resistance

Appendix: Resistance Matrix – Rwanda: Paul Rusesabagina



- This matrix is based on Paul Rusesabagina's rescue of over 1,200 people at the Hôtel des Mille Collines during the 1994 Rwandan genocide (whose story was portrayed the 2004 motion picture *Hotel Rwanda*). This matrix was created with the help of Bonaventure Kageruka and the Johannesburg Holocaust and Genocide Centre.
- To print out a narrative of the events listed in this matrix for classroom use, go to www.jewishpartisans.org/rwanda-resistance

POSSIBLE OBJECTIVES:

AGGRESSION	RESISTANCE		OUTCOMES	
	NON-CONFRONTATIONAL	CONFRONTATIONAL NONVIOLENCE	SHORT-TERM	LONG-TERM
<p>DISCRIMINATION</p> <p>"Hutu Ten Commandments" to dehumanize Tutsis and incite violence (includes condemning intermarriage)</p>	<p>Continues to employ both Tutsis and Hutus at hotel, encourages cooperation</p> <p>Tatiana (Tutsi) and Paul (Hutu father) stay married</p>		<p>- Places employees and residents (both Tutsi and Hutu) at risk of retribution</p> <p>+ Stay together, continue to raise children</p>	<p>+ Hotel remains a place that welcomes (and eventually protects) both Tutsis and Hutus</p> <p>- Family prevented from escaping because they are "mixed"</p>
<p>DEPRIVATION & THEFT</p> <p>Militia blockades hotel</p>	<p>Residents use mattresses to block windows from bullets</p> <p>Uses personal connections to keep militia from invading hotel</p>		<p>+ Successful: no residents injured</p> <p>- Puts family and self at risk</p>	<p>++ Successfully protects 1,200+ people</p>
<p>VIOLENCE</p> <p>Gunshots fired from street</p>	<p>Bribes and negotiates with militia/army to protect residents of hotel and bring in 32 additional refugees</p>		<p>+ Prevents hotel from being invaded on a daily basis</p> <p>+ Eventually convinces General to order militia to leave</p>	<p>++ Hotel residents safely evacuated, no civilians at hotel harmed during entire confrontation</p> <p>- Paul and family receive threats for their role in rescue</p>
<p>MASS VIOLENCE</p> <p>State-orchestrated murder campaign against Tutsis</p> <p>Rwandan militia and Interahamwe enter hotel to execute all residents ("massive attack") [final confrontation]</p>	<p>ARMED / VIOLENT</p> <p>UN convoy attempts to evacuate international residents (nonviolent, but armed)</p>		<p>- 1st attempt: turned back</p> <p>+ 2nd attempt: 63 residents escape</p> <p>- Remaining residents left at hotel without UN presence; many lose hope of rescue</p>	

Tactics of Resistance

Appendix: Resistance Matrix – Boston Tea Party



1. List resistance and aggression tactics from text, and categorize by strategy (*Discrimination, Deprivation & Theft, etc.*)
2. List and evaluate short and long-term outcomes
+ POSITIVE - NEGATIVE +/- MIXED ? UNKNOWN
3. Brainstorm possible resistance and aggression objectives
WHY CHOOSE PARTICULAR AGGRESSION TACTICS/STRATEGIES? WHAT DO YOU THINK THEY WERE TRYING TO ACCOMPLISH?

POSSIBLE OBJECTIVES:

AGGRESSION	RESISTANCE	OUTCOMES	
		SHORT-TERM	LONG-TERM
<p>DISCRIMINATION</p> <p>Stamp Act (1765): Taxation without representation</p>	<p>NON-CONFRONTATIONAL</p> <p>Local protestors create colony-wide coalition</p>	<p>+ Helps unify colonies</p>	<p>+ Leads to Stamp Act Congress (1765)</p>
<p>DEPRIVATION & THEFT</p> <p>Tea Act (1773): Undermines colonial merchants; threatens livelihood</p>	<p>CONFRONTATIONAL NONVIOLENCE</p> <p>Tax evasion</p> <p>Petitions & Protests</p> <p>Boston Tea Party: Colonists dress in disguise as Mohawks, dump hundreds of barrels of tea into harbor (1773)</p>	<p>- British government institutes "Intolerable Acts"</p> <p>+ First Continental Congress convened (1774); issues Declarations and Resolves</p>	<p>+/- Helps precipitate Revolutionary War</p>
<p>VIOLENCE</p> <p>British soldiers arrest colonists</p>	<p>VIOLENT</p> <p>Tarring and feathering parliament loyalists</p>	<p>- British reprisal</p>	<p>+ American independence</p>
<p>MASS VIOLENCE</p> <p>Boston Massacre (1770): British soldiers fire into mob</p>	<p>Riots</p>	<p>- British troops attempt to take control of the colonies through force</p>	<p>+ Inspiration to future generations: Mahatma Gandhi references Boston Tea Party during Salt Satyagraha of 1930</p>

Tactics of Resistance

Appendix: Resistance Matrix – Ten Plagues



1. List resistance and aggression tactics from text, and categorize by strategy (*Discrimination, Deprivation & Theft, etc.*)

2. List and evaluate short and long-term outcomes

+ POSITIVE - NEGATIVE +/- MIXED ? UNKNOWN

3. Brainstorm possible resistance and aggression objectives

WHY CHOOSE PARTICULAR AGGRESSION TACTICS/STRATEGIES? WHAT DO YOU THINK THEY WERE TRYING TO ACCOMPLISH?

POSSIBLE OBJECTIVES:

AGGRESSION	RESISTANCE	OUTCOMES	
		<u>SHORT-TERM</u>	<u>LONG-TERM</u>
<p>DISCRIMINATION</p> <p style="text-align: center;">"Hebrews are too numerous"</p>	<p>NON-CONFRONTATIONAL</p> <p style="text-align: center;">Midwives refuse to kill firstborn; lie to Pharaoh</p> <p style="text-align: center;">Miriam hides Moses in basket</p> <p style="text-align: center;">1st Passover (religious resistance)</p>	<p>+ Save Lives</p> <p>+ Moses survives</p> <p>+ Save families/animals</p>	<p>- Risky</p> <p>+ Get away with it</p> <p>+ Leads Hebrews to Israel</p> <p>+ Passover observed for 3000+ years</p>
<p>DEPRIVATION & THEFT</p> <p style="text-align: center;">Inadequate food, water, etc.</p>	<p style="text-align: center;">Unleavened bread</p> <p>CONFRONTATIONAL (NONVIOLENT)</p> <p style="text-align: center;">"Let My People Go"</p>	<p>+ Food to eat</p> <p>+ Defy Pharaoh</p>	<p>+ Matzoh Ball Soup</p> <p>- Pharaoh increases tasks</p> <p>+/- G-d brings plagues</p>
<p>VIOLENCE</p> <p style="text-align: center;">Beatings</p> <p style="text-align: center;">Murder</p>	<p style="text-align: center;"><i>Plagues:</i></p> <p style="text-align: center;">1. Blood</p> <p style="text-align: center;">2. Frogs</p> <p style="text-align: center;">3. Lice</p> <p style="text-align: center;">4. Beasts</p> <p style="text-align: center;">8. Locusts</p> <p style="text-align: center;">9. Darkness</p>	<p>+/- Still enslaved</p>	
<p>MASS VIOLENCE / ATROCITIES</p> <p style="text-align: center;">Slavery</p> <p style="text-align: center;">Death sentence: all first-born males</p>	<p>ARMED / VIOLENT</p> <p style="text-align: center;">5. Cattle disease</p> <p style="text-align: center;">6. Boils</p> <p style="text-align: center;">7. Hail</p> <p style="text-align: center;">10. Slaying of the firstborn</p>	<p>+/- Still enslaved</p> <p>+/- Still enslaved</p> <p>+/- Still enslaved</p> <p>+ WORKS! Frees Slaves</p> <p>- Changes mind, chases</p>	<p>+ Exodus/Escape</p> <p>+/- Egyptians drown</p> <p>+ Cross Red Sea</p>