

# JPEF E-Learning Course Descriptions and Curriculum Standards

## *Courses, Curricula & Films Free to Educators at [elearning.jewishpartisans.org](http://elearning.jewishpartisans.org)*

### **Resistance Basics**

*Start here and you'll be ready to teach a 15-60 minute class on Jewish resistance within minutes of completing the course.*  
Engage and inspire your students by teaching about Jews who fought back against the Nazis, and the millions of acts of unarmed Jewish resistance during the Holocaust.

**Subjects:** History, English, Social Studies, Holocaust/Genocide, Tolerance, Judaic Studies, etc.

**Grades:** 6-12 and above

**Associated Curriculum:** *Introduction to the Jewish Partisan* short documentary (7 minutes) *Who Are the Jewish Partisans?* 1-page study guide

### **Common Core Standards Alignment**

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

#### ***Social Studies:***

##### **6<sup>th</sup> Grade – 8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

##### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

##### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

#### ***English:***

##### **6<sup>th</sup> Grade**

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

##### **7<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

##### **8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

##### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

##### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

## Teaching with Defiance

Use the motion picture 'Defiance' -- the true story of four brothers who rescued 1,200 Jews -- to teach History, Leadership, Ethics, Primary Sources and Jewish Values. *Can be used with or without the full-length film. Lesson includes 20 classroom-appropriate scenes. More information at [www.jewishpartisans.org/defiance](http://www.jewishpartisans.org/defiance)*

**Subjects:** History, English, Film Studies, Ethics, Leadership, Jewish Values

**Grades:** 9-12 and above

**Associated Curriculum:** *Teaching with 'Defiance' Educator's DVD. 31-page Educator's DVD with over 20 mini-lessons keyed to classroom-appropriate scenes and interviews, Tuvia Bielski Study Guide, and Ethics and 'Defiance'. Online resources and primary-source interviews with former Bielski partisans.*

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

### Social Studies:

#### 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

### English:

#### 6<sup>th</sup> Grade

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 7<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

#### 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.8.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.11-12.7](#) 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.

## Living and Surviving in the Partisans

Answer your students' most frequently asked questions, including: How did the partisans survive in the forest? Where did they get their weapons and food? What happened if someone got sick?

**Grades:** 6-12 and above - *can be used in classroom*

**Subjects:** History, English, Social Studies, Outdoor Education, Jewish Holidays

**Associated Curriculum:** *5-page study guide and four short documentaries, plus downloadable video-station Lesson plan.*

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

### *Social Studies:*

#### **6<sup>th</sup> Grade – 8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

### *English:*

#### **6<sup>th</sup> Grade**

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **7<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### **8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

## Women in the Partisans

Inspire your students with the history of Jewish women overcame racism and sexism to join the fight against the Nazis - as soldiers, commanders, couriers and spies, medics, and vital support personnel.

**Grades:** 8-12 and above - *can be used in classroom*

**Subjects:** History, English, Women's Studies, B'nai Mitzvah / Youth Programs

**Associated Curriculum:** *Study guide and 15-minute short film.*

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

### Social Studies:

#### 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

### English:

#### 6<sup>th</sup> Grade

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 7<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

## Antisemitism in the Partisans

**Subjects:** World History, Literature, Holocaust & Genocide, Tolerance, Judaic Studies

**Grades:** 9-12 and above - *can be used in classroom*

Teach your students about the strategies Jewish partisans used to rescue fellow Jews and overcome murderous antisemitism in a war on three fronts. Includes a history of European antisemitism from the Middle-Ages to World War II.

**Associated Curriculum:** *Study guide and 11-minute short film.*

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

### Social Studies:

#### 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

### English:

#### 6<sup>th</sup> Grade

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 7<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

## Finding Leadership

What's the difference between Leadership and Authority? Do you need to be designated 'the leader' in order to lead? Challenge your students' assumptions and help them look for opportunities to make a positive difference.

**Grades:** 9-12

**Subjects:** Social Studies, Civics, Leadership Programs, Psychology, Violence Prevention

**Associated Curriculum:** 45-60 minute Lesson plan and 7-minute short documentary

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

### *Social Studies:*

#### **6<sup>th</sup> Grade – 8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

### **English:**

#### **6<sup>th</sup> Grade**

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **7<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### **8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

## Ethics of War

Help your students look honestly at concepts of resistance, revenge and ethics using this 45-60 minute lesson. Includes a short play that students can read through in-class without any advanced preparation.

*Great for classrooms, youth groups and informal education.*

**Subjects:** English, Ethics, History, Theatre, Youth Groups/Summer Camps/Informal Education

**Grades:** 7-12

**Associated Curriculum:** 45-60 minute Lesson plan with short play, 7-minute short documentary

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI.6.6, 6.7, 6.8, 7.1,7.2, 7.8,7.8, 8.7, 9-10.8, 11-12.3,11-12.7

**Reading Literature:** RL.6.3,6.6,7.3

**Writing:** W.6.8, 6.9, 7.8, 7.9, 8.7, 8.9, 8.9b, 9-10.8, 9-10.9, 11-12.8

### Social Studies:

#### 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

### English:

#### 6<sup>th</sup> Grade

[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[CCSS.ELA-Literacy.RL.6.6](#) (Craft and Structure) Explain how an author develops the point of view of the narrator or speaker in a text.

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

[CCSS.ELA-Literacy.W.6.8](#) (Research to Build and Present Knowledge) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

[CCSS.ELA-Literacy.W.6.9](#) (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 7<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.7.3](#) (Key Ideas and Details) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#)(Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

[CCSS.ELA-Literacy.W.7.8](#)(Research to Build and Present Knowledge) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.7.9](#) (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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

[CCSS.ELA-Literacy.W.8.9](#) (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.8.9b](#) Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[CCSS.ELA-Literacy.W.9-10.8](#) (Research to Build and Present Knowledge) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RI.11-12.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

## Tactics of Resistance: Part 1

Expand your student's thinking about the *spectrum of possible responses* to genocide and other forms of aggression – from non-violent to armed resistance. *Part 1* introduces the Resistance Matrix, a new tool for analyzing and brainstorming solutions to conflict.

**Subjects:** History, English, Social Studies, Violence Prevention, Tolerance, Judaic Studies

**Grades:** 9-12 and above

**Associated Curriculum:** Two-Part Lesson plan (90-120 minutes total), Archival Jewish Resistance slideshow.

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1, 7.2, 7.8, 8.7, 9-10.8, 11-12.7

### Social Studies:

#### 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

### English:

#### 6<sup>th</sup> Grade

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 7<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#) (Key Ideas and Details) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### 8<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### 9<sup>th</sup> Grade – 10<sup>th</sup> Grade

[CCSS.ELA-Literacy.RI.9-10.8](#) (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### 11<sup>th</sup> Grade – 12<sup>th</sup> Grade

[CCSS.ELA-Literacy.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.

## Tactics of Resistance: Part 2

*Tactics of Resistance* is more than a Lesson plan: it's a framework for analyzing conflict throughout the year.

*Part 2* shows you how to apply the Resistance Matrix to historical, contemporary and personal conflicts, asking challenging questions such as: When if ever is violence an appropriate solution? Who decides?

**Subjects:** History, English (Analysis), Social Studies, Violence Prevention, Tolerance, Judaic Studies

**Grades:** 9-12 and above

**Associated Curriculum:** Two-Part Lesson plan (90-120 minutes total), Archival Jewish Resistance slideshow.

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

#### *Social Studies:*

##### **6<sup>th</sup> Grade – 8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

##### **9<sup>th</sup> Grade – 10<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

##### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

#### *English:*

##### **6<sup>th</sup> Grade**

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

[CCSS.ELA-Literacy.RI.6.8](#) (Integration of Knowledge and Ideas) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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##### **8<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.8.7](#) (Integration of Knowledge and Ideas) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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## Strengthening Jewish Pride

Foster a more positive sense of Jewish identity through the history of Jewish armed and unarmed resistance – in as little as 30 minutes. Includes tips for integrating with a wide variety of lesson plans and subjects.

**Nearly any Jewish Subject:** Jewish History, Holidays, B'nai Mitzvah, Youth Groups/Summer Camps, etc.

**Grades:** 9-12 and above

**Associated Curriculum:** 30-60 minute Lesson plan, Short Documentary, optional Jewish Resistance slideshow. Integrates with other JPEF lesson plans and study guides for longer classes.

### Common Core Standards Alignment

**History/Social Studies:** RH. 6-8.7, 9-10.7, 11-12.7

**Reading Informational Text:** RI. 6.7, 6.8, 7.1,7.2, 7.8, 8.7, 9-10.8, 11-12.7

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[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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[CCSS.ELA-Literacy.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### **11<sup>th</sup> Grade – 12<sup>th</sup> Grade**

[CCSS.ELA-Literacy.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.

### *English:*

#### **6<sup>th</sup> Grade**

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

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#### **7<sup>th</sup> Grade**

[CCSS.ELA-Literacy.RI.7.1](#) (Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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