

ARTHUR AND ROCHELLE BELFER

Exemplary LESSONS

i n i t i a t i v e

INDIVIDUAL RESPONSIBILITY AND RESISTANCE DURING THE HOLOCAUST

STUDENT ASSIGNMENT SHEET HANDOUT

You and your partners are going to conduct research on an individual or a group involved in resistance during the Holocaust and World War II. You will present your findings in a three-to five-minute presentation using a visual (photographs, maps) and documents (letters, diaries, memoirs, poems, songs) to include the following information:

1. Identify the group: members, purpose, how well organized.
2. Identify: who, what, when, where, why?
3. What type of resistance was it (physical, spiritual)?
4. What risks did they take?
5. What would have happened to them and their families if they had been caught? If they were caught, what happened to them?
6. What emotional, mental, intellectual, financial, physical, and social resources did they use?
7. What resources did they have that helped them succeed?
8. What did they fight for?
9. Who did they fight against?
10. What did they accomplish? Were they successful? How did you decide if they were successful?
11. What difference could an individual make?

Each group must have at least three sources for its topic.

Each group needs to present the teacher with a typed annotated bibliography before giving the presentation.

In your group, divide the work equally so that each student will be responsible for giving part of the presentation. In presenting your information, deliver it in an organized fashion: do not say "In answer to number 1..." For example, begin with telling who the individuals are, who their group was, where they were located, and what they did. Then go on to discuss the type of resistance (physical or spiritual) and the risks they took. Describe the resources they had and used. If they were caught, what happened to them? Tell what they accomplished, if they were successful, and how you decided if they were successful. Then tell us what difference your individual made. Following the presentation you will complete an individual and group evaluation of your work.

Possible research topics:

- Warsaw Ghetto Uprising
Individuals: Mordecai Anielewicz, Vladka Meed
- Vilna Partisans
Individuals: Abba Kovner, Hirsh Glik, Yitzhak Wittenberg
- Sobibór Uprising
Individuals: Leon "Leibl" Feldhandler, Lt. Aleksandr "Sasha" Pechersky
- Auschwitz-Birkenau Uprising
Individuals: Rosa Robotka, Ella Gartner
- German Resistance: the Baum Gruppe (Group), the White Rose (Hans and Sophie Scholl), Dietrich Bonhoeffer
- Spiritual Resistance
Individuals: Emanuel Ringelblum, Janusz Korczak
- Jewish Fighters/Parachutists from Palestine
Individuals: Hannah Szenes (Senesh), Haviva Reik, Enzo Sereni

Key Web sites with which to begin your research:

- <http://www.ushmm.org/>
Web site of the United States Holocaust Memorial Museum. Personal Histories; Center for Advanced Holocaust Studies—The Miles Lerman Center for the Study of Jewish Resistance; Holocaust Learning Center
- <http://motlc.wiesenthal.com>
Museum of Tolerance Online Multimedia Learning Center
- <http://fcit.coedu.usf.edu/holocaust>
Information for teachers and students with a special section on resistance
- <http://english.gfh.org.il/index0.htm>
Web site of the Ghetto Fighters' House

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STUDENT SELF-EVALUATION SHEET

Name: _____

Other group members: _____

What did you personally do for this project? _____

What did the other members of your group do? _____

Who do you think did the most work? _____

Who do you think did the least work? _____

What was the hardest part of this project? What would have made it easier? _____

What was the strongest part of your presentation? _____

What was the weakest part of your presentation? What could you do differently next time?

What grade do you think you earned? _____

What grade do you think your group earned? _____

Any other comments? _____



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TEACHER'S RUBRIC FOR GRADING PRESENTATIONS

Name: _____

Group Members: _____

Title: _____

CRITERIA

POINTS	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information; ideas are disorganized and unsupported; connections between ideas are confusing or incomplete.	Audience has difficulty following presentation because student jumps around; weak introduction and/or conclusion.	Student presents information in a logical sequence that the audience can follow; organizational structure is adequate.	Student presents information in logical, interesting sequence that audience can follow easily; ideas are well organized; transitions are smooth.
Content Knowledge	Student does not have grasp of information; student cannot answer questions about the subject; information is undeveloped.	Student is uncomfortable with information; information is sketchy, general, and/or repetitious.	Student is at ease with content, but fails to elaborate; main points need clarification.	Student demonstrates full knowledge with explanation and elaboration; ideas are developed and focused.



POINTS	1	2	3	4
Visuals	Student uses no visuals.	Student uses visuals that do not support the presentation.	Student uses visuals related to the presentation.	Student uses visuals to reinforce key ideas from the presentation.
Delivery	Student mumbles; incorrectly pronounces words; speaks too quietly; makes no eye contact; evidences lack of confidence and preparation.	Student incorrectly pronounces words; speaks too quietly; makes limited eye contact.	Student speaks with adequate volume and eye contact; confident presentation.	Student speaks with clear voice; makes eye contact to encourage audience/speaker relationship.
Group Grade	Group did not work well together; one group member completed a significant portion of the presentation.	Group worked fairly well together, but presentation work was not shared equally.	Group worked well together.	Group worked together to make an excellent presentation, visual, and annotated bibliography.
Individual Grade	Individual did not contribute to the group; presentation was absent or insignificant.	Individual contributed somewhat to the group; presentation was weak.	Individual contributed equally; presentation was adequate.	Individual contributed equally, but also helped to organize the group and presentation; presentation was outstanding.
Annotated Bibliography	Group did not turn in a bibliography.	Group turned in a bibliography without the annotation.	Group turned in the annotated bibliography, but there were errors in form.	Group turned in a correct annotated bibliography.

TOTAL: _____ X 4 = _____ / 112

Teacher Comments: _____
