

ACTIVITY GUIDE

Target Audience: Grades 9-12
(14-18 yrs)

Time Required: One 60-min
class period

Academic Standards:

International Society for Technology in
Education - NETS

1b, 2a, 3b, 4c, 5b

Common Core State Standards (U.S.)

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

The basic standard at the 9-10th grade level is indicated here, though this Mini Quest can be adapted for higher grades/ages. Additional CCSS in Tool Kit.

NOTE: How to Implement a Mini Quest

IWitness Mini Quests are designed to be flexible based on teacher/student needs and contexts. Mini Quests can be implemented in several ways, but in each case, the content is identical.

1. Blended (Online/Offline) – Students work online in IWitness and complete handout(s)
2. Offline – Students complete handout(s) as the teacher shares resources from IWitness with students (e.g. clips of testimony, photos, articles). All materials in Mini Quests are available for download by the teacher for classroom use.

Activity Description

Through an analysis of testimony, students learn about the resistance efforts that took place in the Auschwitz camp complex and about the meaning of resistance in the context of the Holocaust. Students construct a poem or collage to demonstrate their learning.

The Auschwitz camp complex, established in 1940, consisted of concentration, extermination, and labor camps. For clarity, in IWitness activities, Auschwitz is used to refer to the main camp; Auschwitz-Birkenau or Birkenau refers to the extermination center; and Auschwitz-Monowitz or Monowitz refers to the labor camp.

Learning Aims

As a result of completing this activity, students will:

- Reflect on the meaning of resistance in the context of the Auschwitz camps.
- Identify how resistance efforts impacted individuals in the camps.
- Learn to actively listen to testimony to deepen their understanding and elicit information.

Downloadable Materials

- Inner Strength Student Handouts.pdf
- Inner Strength Collect Student Worksheet.pdf
- Video Clips (more info below)

Video Clips

- Itka Zygmuntowicz - On Survival (02:32)
- Ruth Brand - On Yom Kippur in Birkenau (03:21)
- Hershel Balter - On Singing in Birkenau (01:03)
- Anna Heilman, On Armed Resistance (03:29)

NOTE: Interviewee Biographical information is available in the student handouts download (pdf) and in the online version of the activity under the "More Info" tab on the video player

Vocabulary

- Crematorium
- Resistance
- Fast/Fasting

NOTE: Additional vocabulary support available online in the Glossary inside your Tool Kit.

Instructional Procedures

The procedures below provide a brief summary of student learning activities in the order students encounter them in this Mini Quest (online and offline versions). Like all activities available in IWitness, Mini Quests are organized around the 4C's framework:

Consider – students consider, reflect, and respond to information.

Collect – students gather, evaluate and reflect on information (e.g. testimony, photos, documents, newspaper clippings)

Construct – students use new knowledge and skills to apply to representations of learning (e.g. brief written responses, graphic organizer, creative expression, multimodal essay)

Communicate – students share their work and ideas clearly and persuasively with their peers. They consider

CONSIDER

Materials Required:

Video

Auschwitz: The Past is Present
(0:03:33)

Article

Jewish Resistance (USHMM)

Testimony Clip

Itka Zygmuntowicz, On Survival
(0:02:32)

Step 1. To begin this lesson, engage students in a discussion of what they already know about the Auschwitz-Birkenau camps and what they think resistance meant in the camps.

Direct students to watch the video, **Auschwitz: The Past is Present**. Debrief as necessary.

Then, instruct students to read the United States Memorial Museum article, **Jewish Resistance**, available online at <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005213>. Debrief as necessary.

Step 2. Next, direct students to read Itka Zygmuntowicz's biography and watch her testimony clip.

Then, students should write a response to the question:

How does Itka's description of resistance help build your understanding of resistance in the Auschwitz camps?

Debrief as necessary.

Activity: Mini Quest

Auschwitz - Inner Strength, Outward Resistance

COLLECT

Materials Required:

Student Handout

Collect Student Worksheet

Testimony Clips

Itka Zygmuntowicz, On Survival (0:02:32)

Ruth Brand, On Yom Kippur in Birkenau (0:03:21)

Herschel Balter, On Singing in Birkenau (0:01:03)

Anna Heilman, On Armed Resistance (0:03:29)

To continue, distribute the **Collect Student Worksheet** and prepare students to watch additional clips of testimony. Provide instructions for interviewing:

- For each clip of testimony, instruct students to listen to how each survivor describes the way in which they resisted during their imprisonment in the camps.
- Students should record the form of resistance on their worksheet.

Then, students should collect words that reflect the form of resistance they identified from each of the testimonies and include them on the worksheet.

Students should begin by listening to Itka's testimony again and follow the instructions above.

Follow the same steps for each additional testimony.

Debrief as necessary.

CONSTRUCT

Instruct students to use the information they collected from the testimonies, information from the **Auschwitz: The Past is Present** video and the USHMM encyclopedia article, **Jewish Resistance**, to construct one of the following:

A poem that reflects how people resisted, the risks they took, and your personal thoughts.

Or

A collage of words and images that reflects how people resisted, the risks they took and your personal thoughts.

Encourage students to use their worksheet to help them prepare their final product.

COMMUNICATE

Tell students that they will now share their work with each other. First, instruct students to post their work in a Gallery Walk format. Each student should select two (2) pieces of work that they feel gave them additional insight or raised additional questions about the meaning of resistance during the Holocaust.

For each piece they have chosen, students should write a short comment. They should consider:

- What the piece clarified
- What questions it raised
- Whether it changed their view and why

You may want to provide Post-It notes to students so they can post their comments directly on the piece of work they has selected. To close this lesson, engage students in a discussion about the meaning of resistance during the Holocaust.