Subject: Holocaust and Genocide Studies  
Grade Level: 11th/12th grade  
Time Estimate: 45-50 minutes

Unit: The Final Solution  
Topic: Jewish Resistance during the Holocaust

Goal(s):  
- TLW understand who was involved in the resistance of the Nazis, where they were located, and what they did to resist Nazi oppression.  
- TLW have a greater understanding of what it means to stand up for what one believes in, despite obstacles.

Objective(s):  
- Given a reading about the Jewish Partisans, TLW define who the Partisans were, and what they did, on a chart before the end of the period.  
- While participating in class discussion, TLW discuss ways in which they can take a stand for what they believe in, within their communities today.  
- While watching a video about a Jewish resistor from WWII and a Powerpoint presentation, TLW take notes in preparation for their exam.  

TEKS: §113.47c 1.(B), (C), (D), (E)  
2. (C), (D), (E)

Materials/Resources/Technology needs:  
- Video: “Where is my Family?” (Holocaust Museum Houston)  
- Powerpoint presentation  
- Reading handout on the Partisans and Who/What chart.  
- Students will need their notebooks and writing utensils.

Instructional Procedures

Focusing Event: I will begin the class by asking the students what examples they can think of that involve protesting and standing up for a cause. This will begin to focus the students’ minds on the spirit of resistance that the Jews had during the Holocaust, as well as the overall theme of the lesson.

Teaching/Learning Procedures:  
1. After the Focusing question, I will begin lecturing with a Powerpoint presentation.  
2. Students will take notes on their own while paying attention to the Powerpoint lecture.  
3. Following the Powerpoint, the students will watch a video called “Where is my Family?” (Holocaust Museum Houston). This video includes a Holocaust survivor who was apart of the Partisan resistance.
4. Student will then take out sheets of paper and, using a handout about the Partisans, fill out a chart that highlights who the Partisans were and what the major events of their resistance were. I will put an example of the chart on the Overhead, and the students will copy it down into their notebooks.

5. Students will then have an opportunity to pair up and compare what they wrote down on their charts, possibly adding to them if needed.

Formative Check (ongoing or specific): Ongoing formative check. I will walk around the room while the students are filling out their charts and ask if there are any questions. If any students are having trouble I will prompt some ideas, as well as some parts in the handout that might give them more information.

Reteach (alternative used as needed): If by the end of class the students are not finished with their charts, or have more questions as to the subject, I will let them ask me more questions at the start of the next class in which I am present. They will have an opportunity to finish their charts on the next class day for a couple of minutes prior to that day’s lesson.

Closure: Closure for this lesson will be the students finishing their charts and conferring amongst each other for more information.

Assessment/Summative Evaluation: All of this material will be present on the next week’s quiz and on the next scheduled test, so I will be able to assess how much information the students comprehended at that time, based on the number of incorrect/correct answers.

Modified/Notes: ELL: The student will be able to be paired up with another student in order to understand the information better.
GT: The student might add some more information to their charts, like when, where, and how the resistance efforts took place.
Special Ed: The student would be assisted by me and perhaps might be paired up with another student who could help them.