



Making Connections

The additional activities and projects listed below can be integrated directly into the lessons in this unit or can be used to extend lessons once they have been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the unit.

- 1** Visit IWitness (iwitness.usc.edu) for testimonies, resources, and activities to help students learn more about Jewish resistance in the ghettos and camps.
- 2** Using a variety of print and digital sources, have students research other examples of underground movements or partisan resistance during World War II: Italian, Slovakian, Polish, French, Yugoslavian, and others, and prepare a written, oral, or multimedia presentation on their findings. Encourage students to identify how the partisan movement they researched was both different from and similar to the Jewish partisans' movement.
- 3** Using the information discussed in this unit, break students into small groups and have them construct their own underground newspaper from one of the camps or ghettos. Articles, announcements, and advertisements should reflect what they have learned about the culture and environment in the ghettos or camps.
- 4** Have students read the **Excerpts from On Both Sides of the Wall** handout. After reading the text, instruct students, either individually or as part of a small group, to prepare up to five questions they would ask Vladka Meed about her experiences as part of the underground if they could have interviewed her (Vladka Meed passed away on November 21, 2012, at the age of 90). Students should then research the answers to their questions using a variety of sources including Vladka Meed's testimony available on IWitness (iwitness.usc.edu), her Biographical Profile, and her autobiography. Their final piece of writing should be written in interview format, clearly indicating what questions were posed and how Vladka Meed might have responded.
- 5** Throughout history, music has been used as a form of resistance and as a catalyst for societal change. During the Holocaust, music was secretly composed and performed in the ghettos as a way to uphold traditions, escape the harsh existence that Jews faced, and to document ghetto life. One such composition, created by Hirsh Glick, became the official song of the partisans. It was translated into several languages and was well known in both the ghettos and concentration camps. Show or distribute a copy of the **Never Say** handout and have students identify specific words, phrases, or lines that reveal Glick's intended audience as well as the message/s he was attempting to convey in the song. Refer to Yad Vashem's **Heartstrings** exhibition so students can hear the song. Ask students if the rhythm is what they had expected or if they had anticipated the song to sound different, and if so, in what way.

Extend this activity by having students research the role of music in resistance efforts, protest, and/or in raising awareness of social issues in the United States, and prepare a multimedia presentation to share their findings. Encourage students to visit History Now: The Music and History of Our Times at the Gilder Lehrman Institute of American History website for primary source materials and soundtracks that will support their research (gilderlehrman.org/history-now).

6 Have students gather relevant information from multiple print and digital sources about resistance efforts by enslaved African Americans in the 17th and 18th centuries or interned Japanese Americans during World War II and prepare a multimedia presentation. Their research should include information about both active/armed resistance and cultural/spiritual resistance. Examples of primary source materials (e.g., a newspaper written in an internment camp, photographs, interviews) should be included in the presentation. Have presentations posted on the class website so students will be able to learn about resistance efforts by the group that they did not study and to see a variety of primary sources.

7 Have students pretend they are a film critic for a local media outlet and their assignment is to review one of the following films: *Uprising* (2001), *Escape from Sobibor* (1987), or *Defiance* (2008). After watching the film, have students write a review of the film and recommend whether people should see it or not. The review should comment on such things as acting, cinematography, etc., but the focus of the review should be on whether the film is historically accurate based on what students have learned in this unit and through additional research on the topic addressed in the film.