THE GREAT PARTISAN DEBATE
6th – 9th grade students

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The Great Partisan Debate

Who Are the Jewish Partisans?

**par·ti·san noun**

a member of an organized body of fighters who attack or harass an enemy, especially within occupied territory; a guerrilla

**Who Are the Jewish Partisans?**

During World War II, the majority of European Jews were deceived by a monstrous and meticulous disinformation campaign. The Nazis detained millions of Jews and forced them into camps, primarily by convincing them that they were going there to work. In reality, many of these so-called “work camps” were actually death camps where men, women, and children were systematically murdered. Yet approximately 20,000 to 30,000 Jews, many of whom were teenagers, escaped the Nazis to form or join organized resistance groups. These Jews are known as the Jewish partisans, and they joined hundreds of thousands of non-Jewish partisans who fought against the enemy throughout much of Europe.

**What Did They Do?**

Jewish partisans blew up thousands of Nazi supply trains, convoys, and bridges, making it harder for the Germans to fight the war. Partisans also destroyed Nazi power plants and factories, focusing their attention on military and strategic targets, not on civilians.

Jewish partisans forced the Nazis to spend massive amounts of resources on combating them, disrupting their focus from multiple fronts against the Allies. One Nazi commander called the Jews a “dangerous element" for their participation in partisan units in Russia. In Lithuania, where Jewish partisans made up approximately 10% of all partisan fighters, they were responsible for 79% of derailed German trains and injuring nearly 50% of all enemy soldiers. Jewish partisans saved thousands of Jewish lives, in some cases literally breaking Jews out of the ghettos, and in at least one situation, digging a tunnel to free 250 people from a ghetto.

**How Did Other Jews Resist?**

Resistance against the Germans took on many different forms. In addition to the physical resistance of the partisans and ghetto fighters, spiritual resistance took the form of prayer services, teaching children to read Hebrew, art and poetry. Even without taking up arms, these actions stood in defiance to the Nazis, who sought to strip Jews not only of their lives, but also of their dignity and self-respect.

Still, Jews countered the Nazis in other ways. There were smugglers who sent children to safety and couriers who carried messages between the ghettos. There were forgers who created documents for safe passage to the outside world. Jews in the work camps sabotaged guns and other products they were forced to make for the Germans.

**Why Should We Learn About the Jewish Partisans?**

Most students believe that Jews went “like sheep to the slaughter”. They perceive the Holocaust as a piece of Jewish history only about victimization and the loss of hope. The experience of thousands of Jewish partisans who stood up to tyranny and oppression, fought successfully against the Nazis, and saved countless lives is an important part of Jewish history that few students are aware of.

This information has the power to transform people's perception of the Jewish experience during the Holocaust, providing a clearer picture of Jewish heroism and character. After learning about the partisans, non-Jewish teens acquire a greater understanding about the Jewish people, leading to interfaith dialog and tolerance, while many Jewish teenagers often feel empowered, developing a stronger sense of Jewish identity and pride. The story of the Jewish partisans is empowering, and demonstrates how young people can make a positive difference in the world.

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The Great Partisan Debate

How to Use this Lesson

The Jewish Partisan Educational Foundation has produced a comprehensive and thought-provoking new curriculum called RESIST. The lessons of RESIST transmit values and enduring understandings arising from the stories of the Jewish partisans.

Every RESIST lesson is divided into six sections. These sections provide teachers and instructors with an overview of the lesson, a guide containing background information on the subjects at hand, instructions on how to prepare for the lesson, an easy-to-follow lesson procedure, materials and attachments necessary to conduct the lesson, and an evaluation component that gives teachers and instructors the ability to assess the effectiveness and impact of the lesson. The following is a list of these six sections:

- **Overview**
  Contains a summary of the lesson and learning objectives.

- **Guide**
  Provides additional information for the teacher/instructor about the topics at hand.

- **Setup**
  Lists the materials and space necessary to carry out the lesson and explains how to prepare for the lesson.

- **Procedure**
  Lists step-by-step instructions for running the lesson. Action words are boldfaced.

- **Attachments**
  The worksheets, forms, and other materials needed to complete a particular lesson.

- **Evaluation**
  Provides easy-to-follow instructions for the teacher/instructor on how to evaluate the effectiveness of the lesson.
The Great Partisan Debate

Overview

Lesson Summary

Between 20,000 and 30,000 Jews escaped the ghettos and work camps of Nazi-occupied Europe, fleeing to the forests for shelter where they formed groups and fought back against the Nazis and their collaborators. These brave Jews, many of whom were teens, are known as the Jewish partisans.

A “partisan” is a member of an organized body of fighters who attack or harass an enemy, especially within occupied territory. These Jews were responsible thwarting the Nazi war machine in countless ways, blowing up thousands of armored convoys and saving thousands of lives. This information has the power to transform people’s perception of the Jewish experience during the Holocaust, providing a clearer picture of Jewish heroism and character throughout this desperate time. After learning about the partisans, many teenagers develop a stronger sense of Jewish pride, ultimately leading to a stronger Jewish identity.

Today we know heroism came in many forms—from the organized, armed actions of the partisans and ghetto fighters to the individuals who smuggled and shared food, from those who quieted babies during raids to those who recited the Sh’mas as a final act of faith. Struggling to stay alive another day was in and of itself a form of heroism. And today, survivors who consent to share their stories continue to exhibit heroism for their willingness to serve as witnesses and to relive their suffering—so that we never forget.

In The Great Partisan Debate, students will prepare for and engage in a team debate in which they will define the various attributes of a hero using specific examples from the experiences of Jewish partisans. The lesson aims to create enduring understandings about heroism and familiarize students with the actions of the Jewish partisans.

Student Objectives

- Debate and decide on the major attributes of a “hero”.
- Come up with a definition for the word “hero”.
- Relate to the pre-war life of a teenage Jewish partisan.
- Learn the true story and determine the heroic actions of a Jewish partisan.
- Recognize personal experiences of heroism.
Heroes...

Heroes have always been pivotal characters in history and literature, largely because they personify those attributes we look for in real life. Heroes are compassionate, intuitive, giving, daring, courageous and true of heart. They are selfless, honest, hardworking and willing to take a stand. More importantly, heroes by their very existence bring out the best in us. The concept of the hero is constantly being re-examined as sports stars and entertainers are taking a back seat to rescue workers and community leaders.

The Film...

is entitled *Unsung Heroes of the Holocaust*. It is 7 minutes long and can be viewed as a part of this lesson (See Procedure: Step #19). The film gives students the opportunity to meet some of the 20,000 to 30,000 Jews who committed thousands of acts of sabotage against the Nazis during World War II. They destroyed trains, bridges, convoys, and power plants. These brave men and women, many of them teenagers, saved thousands of Jews from ghettos and work camps. They fought as guerilla fighters – partisans – all throughout Western and Eastern Europe and their story is hardly known.

The Jewish Partisan Educational Foundation produced this film after interviewing over 40 surviving partisans. Narrated by Ed Asner, it includes rare stock footage and photographs of partisans in action. The film can be ordered through JPEF by emailing dvd@jewishpartisans.org or calling (415) 563-2244. The film can also be viewed at www.jewishpartisans.org/films.php

The Jewish Partisan Educational Foundation...

develops and distributes effective educational materials about the Jewish partisans, bringing the celebration of heroic resistance against tyranny into educational and cultural organizations. JPEF is developing curricula to be taught in 6th-12th grade classes on World History, Jewish Identity, Jewish Ethics, Jewish Heroes, and the Study of Israel. JPEF educational materials are a key component to curricula in Jewish and secular schools worldwide.

For more information about the Jewish partisans, please visit: www.jewishpartisans.org where you can view additional films, photographs, maps, ask a living partisan a question, and find a list of books, films, and other websites about the Jewish partisans.
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Setup

This lesson should take place in a large multi-purpose space or classroom. Five tables are required for this lesson, which will serve as "Debate Stations". In addition, this lesson requires a chalkboard and chalk or a dry-erase board with markers. Refer to the illustration below for a suggested room setup. The space should be wide enough for students to sit on the floor in the center of the room.

What You Will Need

• a large multi-purpose space
• 5 tables with 5 pens
• a chalkboard with chalk or a dry-erase board with markers
• The film that can be utilized for this lesson, Unsung Heroes of the Holocaust, is 7 minutes long and can be viewed on a computer with internet access. A computer projector is helpful for presenting this film. The film can be viewed at: http://www.jewishpartisans.org/films.php or you can contact JPEF for a DVD of this other films.

Each Debate Station should be preset with:

• 1 pen or pencil
• 1 PARTISAN HERO CARD (a different card for each station)
• 1 TEAM DEBATE PREPARATION Sheet
• 1 GLOSSARY PAGE

- 5 large note cards and 5 pencils
- 5 PARTISAN HERO CARD printouts (included here)
- 5 TEAM DEBATE PREPARATION printouts (included here)
- LESSON 1 SETUP printout (included here)
- LESSON 1 PROCEDURE printout (included here)
- LESSON 1 GLOSSARY printout (included here)
The Great Partisan Debate

Procedure

1) Seat students together in the center of the room.

2) Ask: "What is a hero?" Take a few answers.

3) Split students into 5 teams. Spread teams out in the center of the room.

4) Handout a piece of scrap paper and a pencil to each team.

5) Instruct teams to brainstorm the attributes of a hero. In other words, what are the qualities and characteristics of a hero (eg. courage, strength, righteousness). Allow teams 5 minutes to write down as many attributes as they can.

6) After 5 minutes has passed, ask teams to share their attributes with whole group. List each team’s attributes on the board. When one team duplicates the answer of another, place a checkmark next to that attribute, instead of re-writing it.

7) After all teams have read their lists, circle the 5 most popular attributes. If there is a tie, conduct a tie-breaking vote to determine which attribute is more popular.

8) Read the following narration aloud:

Between 20,000 and 30,000 Jews escaped the ghettos and work camps of Nazi-occupied Europe, fleeing to the forests for shelter where they formed organized resistance groups and fought back against the Nazis and their collaborators. These brave Jews are known as the Jewish partisans. They were responsible for saving thousands of Jews from ghettos and work camps, as well as committing thousands of acts of sabotage including destroying Nazi trains, convoys, power plants, and bridges. These Jews joined hundreds of thousands of non-Jewish partisans who also fought the Nazis in nearly every country of Nazi occupied Europe.

A "partisan" is a member of an organized body of fighters who attack or harass an enemy, especially within occupied territory. During World War II, when the Nazis led their campaign to exterminate the Jews, there were many who resisted. The Jewish partisans, many of them teenagers, male and female, resisted the Nazis in many ways — from continuing to study Torah, speaking Hebrew, and lighting the Shabbat candles, to forging false documents and becoming armed resistance fighters, helping to save countless Jewish lives. Many of them escaped the Nazis and joined organized resistance groups in the forests, mountains, and cities. The Jewish partisans were forced to constantly move through the shadows, on the edges of the cities and towns to evade capture.

9) Play the JPEF Introduction Film (found on the JPEF website www.jewishpartisans.org under Educators/Films and on the DVD) If you do not have access to this equipment, move on to the next step.

10) Explain to teams that their team is going to compete against the other teams in a debate.

11) Move each debate team to 1 of the 5 Debate Stations. Instruct them to complete the DEBATE PREPARATION sheet as a team.

12) After 15 – 20 minutes has passed, ask teams for their attention and begin the debate.

13) Ask one team at a time read their definition of "hero" to the group.

14) Read the top 5 list of attributes aloud. Ask teams, "Which of your partisans was the most (ie. courageous, strong, righteous, etc.)? After asking this, say nothing.

15) Allow the team that breaks the silence and speaks up first to make a statement. Guide that team to back up their statement with facts about their partisan.

16) Facilitate the debate, allowing teams to argue and disagree with respect and decorum. Take notes on student arguments during the debate.

17) Following the debate on each attribute, have teams vote on which team made the strongest case for their partisan. No team may vote for themselves. Explain to teams that they are voting for the team that best presents their case.

18) Repeat steps 14 – 17 for each of the remaining attributes.

19) Gather students into the center of the room and conclude the lesson with the guided discussion questions listed below. Take notes on this discussion.

• What was your team's definition of a 'hero'? How would you change or add to it after this lesson?

• Who has been a hero to you in your life?

• Have you ever been a hero? Which attribute of a heroism did you display?

• Though it is difficult to decide sitting here today, would you have taken the actions that your partisan did? Why or why not?

20) Collect the DEBATE PREPARATION sheets. They can be used as an assessment tool.
Debate Team Preparation

NAME OF PARTISAN: ____________________________

TEAM MEMBERS: ____________________________________________

__________________________

__________________________

Come up with a team definition for the word HERO: ____________________________

____________________________________________________

____________________________________________________

PRE-WAR HISTORY Read your partisan's PRE-WAR HISTORY on your HERO CARD. In the spaces below, list 3 things this person has in common with the members of your team.

1) ____________________________________________

2) ____________________________________________

3) ____________________________________________

PARTISAN STORY Below, fill in the top 5 attributes of a hero, as determined by all teams. Take turns reading aloud the PARTISAN STORY on your HERO CARD. When you have finished, read it through again, searching for specific examples of how this person may have displayed each of the 5 listed attributes. Write your answers in the spaces provided.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>How Partisan Displayed This</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>__________________________</td>
</tr>
<tr>
<td>2)</td>
<td>__________________________</td>
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<td>3)</td>
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<td>4)</td>
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</tr>
<tr>
<td>5)</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
Pre-war History

Ben Kamm was a teenager when the Nazis invaded Poland in 1939. Life had been good to him until that point. He had a nice room in a comfortable apartment that he shared with his parents and four younger brothers. The building was owned by Ben’s grandfather and housed his extended family as well. Ben’s father ran a thriving meat business that had been in his family for generations.

Ben’s family of six was moved to the Warsaw Ghetto into a single room with seven other people when the Nazis invaded. They killed any Jew caught leaving the ghetto, which was overrun by hunger, disease, and death. Once a regular teenager with a normal life, young Ben now found himself in a nightmare scenario. He believed that he would not survive if he were to remain in the Ghetto, and despite the danger to his life, Ben staged an escape.

Though he could have continued his escape, attempting to hide from the Nazis for as long as possible, Ben Kamm chose to take action and lead a new life of resistance. He began sneaking in and out of the ghetto to smuggle food to his family. He helped to create false identity papers so that other Jews could escape Warsaw. When he heard that there were others outside the ghetto that resisted and fought the Nazis, Ben made the difficult decision to leave his family and joined these fighters. Ben recalls: “I didn’t know what a partisan was – I just wanted to fight...”

Partisan Story

Ben joined a partisan group run by a former Soviet army officer. He volunteered for many dangerous missions. He helped to liberate 600 Jews from a forced labor camp with other partisans by overwhelming the guards. This experience was not completely a positive one. Many of these people required medical attention which Ben’s group was unable to adequately provide. They had no food or shelter, and many of them died or were recaptured by the Nazis.

Ben eventually left his unit to join a larger Soviet unit of 1,600 fighters. He received military training and was sent on missions to destroy Nazi trains. By the end of 1943, Ben’s new unit destroyed 549 trains. His brigade helped many Jews escape the Nazis and live in the forests near his partisan camp. Ben recounts: “Jewish people – old, young, children. We took them with us and they survived the war.”

Years after the war, Ben was honored for his actions by the governments of Poland and Israel. When asked if he was a hero, he answered, “No, not a hero... I was lucky...”

For video clips of Ben and more information on his life, go to www.jewishpartisans.org
Pre-war History

Frank Blaichman was born in a small town in Poland. The residents lived a peaceful life, experiencing very few incidents of antisemitism. Frank's grandmother owned a grocery store, and his father made a living buying grain from farmers in the area, selling it in nearby towns.

When the Germans began imposing rules on the Jews of Poland - taking possessions and seizing Jewish businesses, Frank began taking risks to help his family survive. Only a teenager, Frank rode his bicycle to neighboring villages to buy and sell goods, even though this was illegal for Jews. He refused to wear the Star of David armband that the Nazis made Jews wear and spoke fluent Polish without a Jewish accent. (Most Jews spoke Yiddish). Thus, he was able to travel without being recognized as a Jew. In October 1942, Frank heard rumors that the Nazis were going to force the Jews out of his town into a ghetto. Frank said good-bye to his family and left his town. Frank made an escape and hid in a nearby forest. At this time, he had no idea he would eventually lead an all Jewish partisan unit.

Partisan Story

In the forest, Frank found an informal camp of over 100 Jews living in small bunkers hiding from the Nazis and their collaborators. He decided to stay there and join their fight for survival. Frank helped to organize a defense unit for the camp. "We had no firearms. The only thing we had was the will and the courage." says Frank.

This soon changed. Frank's first successful mission came when he posed as a Soviet paratrooper and obtained guns from local farmers, telling them (in a Russian accent) that they needed to surrender their guns to the Soviet army. Frank's all Jewish partisan unit dealt with Nazi collaborators in the area, destroyed telephone lines, and damaged German factories. At great risk to their own lives, they dynamited bridges and railroad tracks, made hit and run attacks on trains carrying military supplies, and bombed German headquarters in several towns. Frank's commanding officer said that Frank was a "great fighter". His group also protected a group of unarmed Jews – families with small children and the elderly- while in his partisan group.

"I'm very proud of what I did all those years," he says. "The reality was we had nothing to lose, and our way to survive was to fight."

For video clips of Frank and more information on his life, go to www.jewishpartisans.org
Gertrude Boyarski was a teen when the Germans attacked Poland in 1939. She belonged to a religious family. Her mother lit Shabbat candles each week and her father went to synagogue everyday to pray. She was a good student and had the opportunity to pursue more advanced studies in another town. Her overprotective parents would not let her because she was frail and often had been sick as a child. Instead, she gave up her dreams and stayed with her family and studied to become a tailor.

When the Nazis came, the town’s Jews were forced in a ghetto. But the Nazis took Gertie and her family to live in a building outside of the ghetto because her father was a house painter and considered “useful” by the Germans. They immediately put him to work. Gertie helped provide for her family by working as a tailor and earning food, such as a chunk of butter, for her efforts. On the night the ghetto was liquidated and everyone was killed, Gertie and her family escaped to the woods and joined 250 others who had escaped the ghetto.

After escaping the ghetto, Gertie and her family joined a partisan unit after successfully completing a test—unarmed, the Jewish men in the group had to take over an enemy police station. Women were expected to cook, wash clothes, and provide support. After one of her brothers was killed, Gertie joined a family camp and helped to take care of her mother and siblings in the forest. Her brothers and father were in a fighting unit.

Sadly, Gertie’s parents and siblings were killed during enemy raids. The attackers shot at Gertie and left her for dead. But somehow, she was not hit with any bullets. "I'll never forget that night," she says. "It was a beautiful, beautiful, night, with white snow and a blue sky – and my life was black." Gertie told her commander that she wanted to join a fighting unit. As another test, he had her stand guard for two weeks, alone, one mile from the group, with armed Nazi collaborators everywhere. She was given a horse, a rifle, and food was brought to her once a day. Though she was only a teenager, Gertie completed the task and welcomed into the fighting group.

Villagers were usually willing to give food to the partisans, but if not, Gertie had no choice but to take it by force. One time she was traveling with a group of partisans and was starving – they had nothing to eat but snow for six days. She cried when her unit found a head of a pig and were forced to eat it for survival. She had never eaten pork because it was against the dietary laws she had grown up with.

Gertie and a girlfriend were awarded the Order of Lenin medal, one of the Soviet Union’s highest honors, for risking their lives to burn down an important German bridge. Her message is that young people "should not be afraid of their identity – no matter what color, race, or nationality – and they should fight for it."

For video clips of Gertie and more information on her life, go to www.jewishpartisans.org
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Hero Card: Joe

Pre-war History

Before the war, Joe’s family who lived in the Ukraine did not experience very much antisemitism. In school, most of the non-Jewish kids left the Jewish kids alone, but if a bully cursed at him, Joe says, “I never ran away from a fight.” He used his fists when he had to and stood up for his people. Sometimes he took a good beating, too. “That was the way life was,” he says.

Though Joe Kubryk was not the type to run from a fight, at the age of 14, he found himself running for his life. Conditions were so bad for the Jews, he was forced to make the difficult decision to leave home. He did not even say goodbye to his family. He took a loaf of bread and left his village when he saw the Nazis starting to round up his friends.

Soon after this, Joe worked as a farm hand, not letting his co-workers know that he was a Jew for fear they would turn him into the Nazis. He met two Soviet Jewish partisans when they were looking around his farm for food. They insisted this Jewish boy should not be alone, and took him to their camp in the forest.

Partisan Story

Joe joined a group of Ukrainian partisans over 2000 strong. There were only a small number of Jews in his group. As a partisan, Joe trained for and was accepted into the Junior Secret Service where he was trained in the art of spying and espionage. Teenagers were the secret weapon of the adult partisans; they were not suspected as partisans and spied on German troops and posed as beggars to gain information. Joe and the other teens also went into the ghettos to help young Jews escape to the woods. They would enter the ghetto by posing as Ukrainian thugs and told the German guards that they were going to rob and beat up Jews. Once they were in, Joe would help and rescue as many Jews as he could from the ghetto. He and his group saved an estimated 100 lives. He helped other Jews join the partisans by providing them with weapons. Often, a Jew could not enter a non-Jewish partisan group without a weapon. (A non-Jew did not have the same problem.)

After the war, Joe helped hundreds of Jews immigrate to Palestine. After Israel had won its independence, Joe worked in the Israeli Secret service before moving to America. “My story is a very difficult story to tell. No matter how long I sit and talk, no matter how much I describe, you will not be able to imagine or fit it into your head. No matter how many books you read, it is not going to give you the exact picture, because there is no way you can understand it unless you lived it. All you can do is try to learn something about your own lives from the one I lived.”

For video clips of Joe and more information on his life, go to www.jewishpartisans.org
Pre-war History

Sonia Orbach grew up in a loving family. She was the youngest of her siblings, and was always protected by her brothers. "My older brother used to take care of me all the time," Sonia recalls. "I was so proud of him that I would sometimes deliberately forget lunch and he would come to school on his bicycle to deliver it to me."

Sonia was 14 years old and preparing to start high school when the Germans attacked Poland. When the bombs began to fall, her family had trouble escaping their town. Sonia’s family was trapped and they were forced to live in a ghetto with thousands of other Jews. Life in the ghetto was unbearable. Forced labor, daily beatings, and constant hunger plagued its residents. Sonia and her family built a hiding place in their home – a double wall the width of a sofa. When the trucks came to take people away to the concentration camps, Sonia and 16 family members hid in this wall.

Sonia believed that they would eventually be caught by the Nazis, so her family escaped into the woods to hide. That winter was one of the coldest on record. Throughout the winter, Sonia and her family huddled in the forests for warmth, never staying in one place too long to avoid being captured. After about a year of hiding, Sonia and her family met a group of partisans and joined their effort to resist the Nazis. Sonia remembers them looking like wild animals, with dirty, long, filthy hair, and starving.

Partisan Story

As a partisan, Sonia took care of the sick and wounded in a makeshift hospital. This was one of the most important jobs in her partisan group, and Sonia saved many lives. In the winter of 1943, Sonia’s battalion joined 11 others and established a new camp deeper in the forest. Because of her fine efforts, Sonia was transferred to this new camp’s hospital.

Sonia courageously joined partisan fighters in numerous battles against the Nazis as a field nurse. She risked her life in helping to destroy Nazi bridges, roads, and ammunition depots. She acted heroically in these missions, not even ducking her head when she was being shot at. "If I was going to get killed, I was going to get killed as a fighter and not because I am a Jew. That itself gave me strength to go on," she says.

Sonia reflects, "I want young people to know we were fighting back and that you can always find a way to fight back against injustice, racism, or antisemitism.

For video clips of Sonia and more information on her life, go to www.jewishpartisans.org
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Evaluation

The following chart explains how you can evaluate student performance in this lesson. The objectives on the left were set forth in the overview section of this lesson. The assessment tools listed on the right can be used to measure whether or not students have accomplished these objectives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Debate and decide on the major attributes of a “hero”</td>
<td>Final list of heroic attributes on the board (Procedure: Step #7),</td>
</tr>
<tr>
<td></td>
<td>Teacher’s notes on the debate (Procedure: Step #16)</td>
</tr>
<tr>
<td>• Come up with a definition for the word “hero”</td>
<td>Debate Team Preparation Sheet</td>
</tr>
<tr>
<td>• Relate to the pre-war life of a teenage Jewish partisan</td>
<td>Debate Team Preparation Sheet (Pre-War History)</td>
</tr>
<tr>
<td>• Learn the true story and determine the heroic actions</td>
<td>Debate Team Preparation Sheet (Partisan Story)</td>
</tr>
<tr>
<td>of a Jewish partisan</td>
<td></td>
</tr>
<tr>
<td>• Recognize personal experiences of heroism</td>
<td>Teacher’s notes (Procedure: Step #19)</td>
</tr>
</tbody>
</table>

The Jewish Partisan Educational Foundation is interested in obtaining the results of this lesson as we seek to continuously improve the RESIST curriculum. We would greatly appreciate any comments, ideas, and suggestions that you may have, along with quotes and selections taken from your completed assessment tools.

You can email, fax, phone, or mail any and all information to us using the contact information listed below. Thank you!

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