

## Assignment Description (For Teachers)

**Title:** Muslim Rescue and Resistance during the Holocaust: True, But Rarely Told, Stories

**Author:** Lisa Adeli, University of Arizona Center for Middle Eastern Studies, PhD in History.

**Purpose/Connection to the Curriculum:** This lesson is designed for high school Social Studies classes and meets numerous World History and Geography standards: on the Holocaust, World War II, and the cultural/historical contacts between Middle Eastern societies and the West.

**Overview:** The lesson begins with a lecture/presentation about Muslim responses to the Holocaust (materials included). Students are then asked to divide into small groups (2-3 people), choose one aspect of Muslim rescue and resistance during the Holocaust, and write/illustrate a graphic “novel” OR using moviemaker or a similar program, create a short documentary film. In either case, showing what they have learned about the events and the reasons people responded as they did.

Note: The instructor may use the powerpoint presentation without requiring the students to do the research/creative writing assignment. However, engaging students intellectually and creatively is recommended.

**Grade Level:** High School/College.

**Time:** varies according to which version of the lesson you choose to do

**Version A:** 2 class periods (55-minutes each) for lecture/presentation and review activity/game

**Version B:** 3-4 class periods (plus homework) for lecture/presentation and research/writing activity

**Objectives:** All students are expected to: develop a greater understanding of the Holocaust, Muslim-Jewish relations, and the history/geography of the Balkans and the Middle East. Students who do the research/writing assignment will also develop their skills in research, writing, and presentation skills.

### Targeted Skills - Based on Arizona State Standards:

#### High School Social Studies: Geography Strand:

- Concept 2: Places and Regions. PO 1 – Identify the characteristics that define a region – with specific reference to human processes such as religion and political organization. PO 4 – Analyze the differing political, religious, economic,

- demographic, and historical ways of viewing places and regions. PO 6 – Analyze how a region changes over time.
- Concept 4: Human Systems. PO 1 – Interpret population growth and demographics. PO 2 – Analyze push-pull factors that contribute to human migration. PO 3 – Analyze the effects of migration on places of origin and destination. PO 6 – Analyze factors that affect human populations.
  - Concept 6: Geographic Applications. PO 2 – Analyze how changing perceptions of places and environments affect the choices of people and institutions. PO 3 – Analyze how geography influences historical events and movements.

### **High School Social Studies: World History Strand:**

- Concept 1: Research Skills for History.
- Concept 8: World at War. PO 5 – Analyze aspects of World War II – specific references to the Holocaust and the treatment of civilian populations. PO 6 – Examine genocide as a manifestation of extreme nationalism in the 20<sup>th</sup> century – specific reference to the Holocaust and to Bosnia.

### **High School Writing:**

- Concept 1: Expressive writing.
- Concept 6: Research skills.

## **Suggested Procedures**

- Day 1: Lecture/Presentation (Version A and B)

**Required: Means of showing the PowerPoint presentation to the class. File #2 – Powerpoint presentation; #3 – script/notes to presentation.**

Give an overview of Muslim rescue and resistance during the Holocaust, showing the PowerPoint maps/pictures as you do so. Topics for discussion: What reasons did those who assisted Jews during the Holocaust give for their actions? Which reasons, do you think, were common to rescuers from other areas/religions; which ones were specific? What factors made it easier or more difficult to engage in rescue and resistance? (Consider: general public attitudes toward the persecution, geographical terrain in which resistance organizations operated, conditions of occupation and the country in charge, etc.)

- Day 2A: Review (required for Version A, optional for Version B)

**Required: (File #4)**

**- A set of review cards for every 3 of your students with a few extra sets. Make equal numbers of sets 1 (Individual Rescuers), 2 (Diplomats and Officials), and 3 (Countries/Regions). (Example: If you have 30 students, you would need 10 sets plus a few extras; thus, you would make 4 copies of Set 1, 4 of Set 2, 4 of Set 3.) Suggestion: Laminate the cards so that you can reuse them.**

**- Answer key. Note: If you have an assistant, make a second copy of the answer key for him/her.**

1. Have students work in groups of 3. They can push their desks together to form a large surface, work at a table, or sit on the floor so that they have space to spread out and organize their cards. Give each group one set of review cards that are shuffled so as to be in random order.
2. Each set of 15 cards can be arranged to make five groupings (each of them having an a-card, a b-card, and a c-card). Students need to arrange each set so that each grouping contains the correct information.
3. Students can show you their work as it is laid out or can have a recorder write down the information. You or a checker, using the answer key, can check their work. If they have made an error, give them a hint where the error is, and they can correct it. When they have a completely correct lay-out, students can shuffle the cards, hand them in, and take a different set.
4. Continue until every group has successfully completed all 3 sets of review cards.
5. If time, you can have students write a one paragraph essay about one of the three aspects of Muslim rescue and resistance that were “tested” in the review.

**- Day 2 - 3B: Research and Creative Writing Project (Version B)**

**Required:**

- **List of topics for research (File #5) cut into strips. Each group should choose one topic (random drawing or your choice). Note: Be sure to keep a record of the groups and topics in case the students “forget” their topic.**
- **A copy of the research and writing guide (File #6) for each group.**
- **Access to library resources and computers with internet connectivity.**

1. Have students work in small groups (2-3 people) to research one aspect of Muslim responses to the Holocaust. (See the attached list of topics.)
2. Have each group fill out the research and writing guide as completely as possible. Students who are planning to do a documentary should be sure to collect images (either online ones or scanned photos) to use in their film.
3. Based on their research (including concrete facts and analysis as well as emotional impact), each group should create EITHER a short graphic “novel” telling about - and illustrating - their topic OR a short documentary film using moviemaker, photostory, or some other program to combine their narrative with visuals.

**Note: Regardless of how many days of in-class time you give students, allow them additional time at home to complete the project.**

## **Assessing Student Learning**

Version A:

Assess according to their completion of the review activity and/or include as part of regular evaluation procedures.

**Version B:**

70%: Effectiveness of research and demonstration of an understanding of the issues (as determined by their script or narrative in their graphic story)

30%: Creativity and effort put into the project (as determined by the overall quality of the film or book)