

Course Name: World History

Grade Level(s)10

**Curriculum – What do students need to know?**

Brief overview of the lesson (what is the specific enduring understanding or “big idea”?)

Students will compare and contrast three different pieces of resistance music and determine the impact those songs had in inspiring and motivating underground resistance against the German occupation of France, the threatened occupation of colonies of European nations like Trinidad and the Jewish resistance fighters in Eastern Europe.

**Objectives**

TLW understand the importance of resistance music in raising awareness and motivating resistance to German occupation or threatened occupation during pre-World War II and World War II Europe and the Caribbean

**Guiding (Essential) Questions (what questions will guide the lesson?)**

- How does resistance music inspire underground fighters in a major power like France?
- How does resistance music raise awareness of real or implied threats from a major power like Germany to a relatively smaller country like Trinidad?
- How does resistance music inspire resistance fighters like the displaced Jewish resistance fighters in Eastern Europe?
- How was resistance music similar in these various places?
- How was the music different?

**Next Generation Sunshine State Standards**

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Lesson Materials & Resources**

- 1) Copies of the lyrics from three different resistance songs
- 2) Graphic organizer such as a three column compare and contrast chart or three circle Venn diagram
- 3) Access to the Internet and SmartBoard to display the lyrics and play the resistance songs
- 4) Access to world map or globe

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LACC.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

#### Primary/Historical Sources

Copies of the lyrics from three different resistance songs:

- 1) Lyrics and song: *Never Say That You Have Reached the Final Road* (Zog nit keynmol az du geyst dem letstn veg) by Hirsh Glik from the Holocaust Museum, Washington, D.C.
- 2) Lyrics and song: 'Le Chant des partisans' (Song of the partisans), sung by Anna Marly, Holocaust Museum, Washington, D.C.
- 3) Lyrics and song: *Hitler – Calypso* by Eric Balasco performed by Lord Ziegfield accompanied by Pascal and the Cotton Club Orchestra (Page 219) Copy of disk number eight: *West Indian Rhythm: Trinidad's Calypsos on World and Local Events – Featuring the censored recordings – 1938-1940*. Editors: Donald Hill, Denis Malins-Smith, Richard Noblett, John Cowley, and Lise Winer.

#### Assessment – What evidence of learning needs to be provided?

1. Performance Task (How will students demonstrate learning?)

Students will be able to compare and contrast the differences and similarities between resistance groups during World War II and the Holocaust

2. Criteria (Rubric, Checklist, etc.) Please attach your assessment.

Would vary depending on depth of assignments

#### Instruction – What strategies will be used?

##### Introduction

- 1) Teacher will introduce the concept of resistance during World War II - discuss how the underground movements varied geographically according to whether they were either:
  - a) conquered as the Jewish partisans in Eastern Europe
  - b) under siege as the French Resistance movement was in north and eastern France
  - c) under pressure as the Trinidadians were who feared annexation by Hitler

##### Directions/Procedures for Instruction

- 1) Teacher will introduce the concept of resistance during World War II - discuss how the underground movements varied geographically according to whether they were either:
  - a) conquered as the Jewish partisans in Eastern Europe
  - b) under siege as the French Resistance movement was in north and eastern France
  - c) under pressure as the Trinidadians were who feared annexation by Hitler
- 1) Distribute hard copies and or display the lyrics on the Smart Board
- 2) Have students read silently each of three sets of lyrics

er such as a three-column compare and contrast chart or a three  
er – what do the songs have in common, how do they differ?

estions:

?

What is motivating the authors of the songs?

How did the songs inspire listeners?

How did the songs raise awareness of the challenges they faced?

How did the songs inspire hope?

6) Possible projects and or class assignments:

Have students find a fourth song from another area of resistance

Have students use large sheet of poster paper and write excerpts from each of the songs and include maps of the various resistance movements discussed.

Have students write letters to the authors of the songs explaining how they are moved to action by the lyrics.

Have students write letters to the political leaders in power or in hiding

Students create a PowerPoint that includes resources from the Holocaust Museum of Southwest Florida and the US Holocaust Museum in Washington about the background for the songs and their (possible) impact

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Students analyze how songs of resistance varied from overt to covert depending on whether they were occupied or not

Student-centered activity

Students will read the song lyrics silently

Students will listen to the song lyrics

Students will compare and contrast the song lyrics

Students will relate how different political, social and geographic conditions shaped different political responses in the song lyrics

Collaboration

Students can work collaboratively when completing the compare and contrast activity

Concluding Activities

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Have Reached the Final Road  
(stn veg)

by Hirsh Glik from the Holocaust Museum, Washington, D.C.

<http://holocaustmusic.ort.org/resistance-and-exile/french-resistance/le-chant-des-partisans/>

2) Lyrics and song: 'Le Chant des partisans' (Song of the partisans), sung by Anna Marly, Holocaust Museum, Washington, D.C.

<http://www.ushmm.org/exhibition/music/>

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<http://www.holocaustmuseumsawl.org/>

Notes (Approx. time, resources, etc.)

This unit could be used in a shortened version as an introduction to the resistance movements during World War II or extended as a research project on resistance in occupied Europe during World War II

Accommodations/Modifications

ESOL and ESE students: Graphic organizer, students will hear the songs and see the lyrics in print (could translate the lyrics into students language using free on-line translation programs such as Bing translator or Babelfish)

Reflection

1. What worked?

2. How can I improve this lesson?