

DIDACTIC UNIT 1

Resistance during World War II and today.

Resistance

Gimnazjum nr 9 im. Jana Pawła II, Sosnowiec, Poland

2014-2017

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1. INTRODUCTION

Title

Resistance during World War II and today.

Age

Students from 14 to 16 years

Duration

4 sessions of 45 min each

Sources

- The biography of the Kasprzyks family told by Halina Skalbmierska (appendix1), the biography of Jan Maszczyk written by his great-granddaughter Marta Korus (appendix 2), poems (appendix 3), additional materials for weaker students (appendix 4), articles of the Declaration of Human Rights (appendix 5).
- PowerPoint presentation: Sosnowiec during II World War.
- Franciszek, Stefania and Halina Kasprzyk, biography told by Halina Skalbmierska (Kasprzyk)

Appendix 3

Text 1

“Bosnia tune” Joseph Brodsky (2002)

“As you pour yourself a scotch,
crush a roach, or check your watch,
as your hand adjusts your tie,
people die.

In the towns with funny names,
hit by bullets, caught in flames,
by and large not knowing why,
people die.

In small places you don't know
of, yet big for having no
chance to scream or say good-bye,
people die.(...)”

Retrieved July 3, 2015 from <http://www.croatianhistory.net/etf/brodsky.html>

- **Problem: Wars around the world, anonymity and the distance from the atrocities make us feel less responsible**

Declaration of Human Rights

Article 3.

Everyone has the right to life, liberty and security of person

Text 2

“Some people” Wisława Szymborska (2011) **Appendix 2**

“Some people flee some other people.

In some country under a sun

And some clouds.

They abandon something close to all they’ve got,

Sown fields, some chickens, dogs, (...)

Their shoulders bear pitchers and bundles. (...)

What happens loudly: someone’s bread is ripped away,

Someone tries to shake a limp child back to life.”

- **Problem: People forced to leave their homes**

Declaration of Human Rights

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Text 3

“A letter to the Cannibals” Tadeusz Różewicz

“Dear cannibals

don't scowl

at a person

who asks if a seat is free
in a train compartment
Please understand
other people also have
two legs and a rear (...)
Please understand
there are lots of people and there will be
many more move back a bit
make room”

Retrieved July 2, 2015 from <http://www.veteransforpeace.org/take-action/2014-memorials-may/tadeusz-rozewicz-letter-cannibals/>

- **Problem: People looking for asylum**

Declaration of Human Rights

Article 14.

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

Text 4

Wisława Szymborska “Photograph from September 11” (2011)

“They jumped from the burning floors – (...)
The photograph halted them in life (...)
There’s enough time
For hair to come loose,
For keys and coins
to fall from pockets (...)
I can do only two things for them –
Describe this flight
And not add a last line.”

- **Problem: Terrorism**

Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Text 5

“Bosnia tune” Joseph Brodsky (2002)

“(…)People die as you elect
new apostles of neglect,
self-restraint, etc. - whereby
people die.(…)”

Retrieved July 3, 2015 from <http://www.croatianhistory.net/etf/brodsky.html>

- **Problem: The political responsibility of every voter.**

Declaration of Human Rights

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

Text 6

“The Common Man” Julian Tuwim

“(…)Dear brainwashed friend, my neighbor dear
Brother from this, or other nation
When call to arms engulfs the land

It means that somewhere oil was found,
Shooting 'blackgold' from underground!
It means they found a sneaky way
To make more money, grab more gold
But this is not what you are told! (...)
May your loud voice be amplified
By roar of other common men
The battle-weary of all nations:
WE WON'T BE CONNED TO WAR AGAIN!"

Retrieved July 3, 2015 from <http://allpoetry.com/The-Common-Man>

- **Problem: Business, politics, money are the reasons for war crimes**

Declaration of Human Rights

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Text 7

“A letter to the Cannibals” Tadeusz Różewicz

“Dear cannibals
don't buy up all
the candles shoelaces and noodles
Don't say with backs turned:
I me my mine
my stomach my hair (...)
Let's not eat each other up Okay
because we're not going to be resurrected
Really”

Retrieved July 2, 2015 from <http://www.veteransforpeace.org/take-action/2014-memorials-may/tadeusz-rozewicz-letter-cannibals/>

- **Problem: Egotism, consumerism are the reasons for hatred**

Declaration of Human Rights

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination

Appendix 4

Additional material for weaker students (exercise 1, part 2 of the lesson)

- **Problem: Wars around the world, anonymity and the distance from the atrocities makes us feel less responsible**
- **Problem: People forced to leave their homes**
- **Problem: People looking for asylum**
- **Problem: Terrorism**
- **Problem: The political responsibility of every voter.**
- **Problem: Business, politics, money are the reasons for war crimes**
- **Problem: Egotism, consumerism are the reasons for hatred**

Appendix 5

Declaration of Human Rights – articles for exercise 3, part 2 of the lesson

Article 3.

Everyone has the right to life, liberty and security of person

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 14.

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Rationale

Franciszek Kasprzyk, born on 6th September 1907, was a miner and worked in a mine in Mysłowice. He was an active PPS (Polish Socialist Party) member. After the beginning of the war he engaged in the underground activity on behalf of the PPS. He acted as a liaison. Among others, he helped in illegal crossing of the border between The III Reich and the General Government. Franciszek's underground activity was the reason for the arrest of himself, his wife and daughter in August 1943. They were taken to a temporary Police Prison in Mysłowice. He was interrogated and tortured there. The Germans wanted him to plead guilty of underground activity. Franciszek Kasprzyk was sentenced to Block 11 in

KL Auschwitz, which is called the "Death Block". Like all the other prisoners from this Block he didn't receive a number. He was shot by a firing squad at the Death Wall on the 22nd October 1943. His wife, Stefania was sent to Auschwitz-Birkenau. She received the number 54567. She died on the 23rd November 1943. His daughter, Halina, was sent to many work camps. She survived the war.

Jan Maszczyk worked as an escort for a dairy. He was arrested in November 1944 for helping partisans. He provided them with the most important medicine and dressings. In the dairy they

thinned milk with water for Germans, which allowed them to smuggle some of it to Poles who needed it. Katowice district Gestapo sentenced him to Block 11, later known as a Death Block. He didn't receive a number. He survived and at the beginning of 1945 sent to Mauthausen. Both, Franciszek and Jan resisted the oppressor and as a result suffered together with their families. In spite of being aware of the consequences they decided to be active and resist.

Aims

1. Students can define the term 'resistance'.
2. Students know the ways in which people resisted during the II World War.
3. Students are aware of the moral dilemmas related to the decision to resist against the oppressor.
4. Students can name features characteristic to totalitarian regimes.
5. Students are aware of the threats of radicalism and totalitarianism.
6. Students know what the Declaration of Human Rights is and know its basic articles.
7. Students can use historical knowledge to understand and assess the contemporary problems.

Methodology

- lecture
- reading and analyzing the source texts
- poems interpretation
- writing
- discussion.

Other aspects

Classroom arrangement: For some exercises it would be helpful to arrange desks in order to allow group work, for the exercise with the Great Chain of Beings there should be a space left in the middle of the classroom.

Groups Students: Students work in groups in lessons and as a whole class

Equipment: Projector for presenting a PowerPoint presentation, photocopies of the materials.

2. HISTORICAL BACKGROUND

A PowerPoint presentation: **Sosnowiec during the II World War. (lessonsforfuture.com)**

3. BIOGRAPHY RATIONALE

Appendix 1

Franciszek, Stefania and Halina Kasprzyk.

Franciszek Kasprzyk, born on 6th September 1907, was a miner and worked in a mine in Mysłowice. He was an active PPS (Polish Socialist Party) member. After the beginning of the war he engaged in the underground activity on behalf of the PPS. He acted as a liaison. Among others, he helped in illegal crossing of the border between The III Reich and the General Government. At night from 11th to 12th August 1943 his daughter was arrested together with her mother and other members of the family, in the “Oderberg” Action. Franciszek father was at work at that time, however he didn’t avoid the arrest. The reason for the arrest was Franciszek’s underground activity. They were put in the cellar of the police station. Other families were brought there too: the Kitas, the Kasprzyks (Halina’s father’s brother family), the Knapczyks, the Dudeks and the Szewczyks. All the families were arrested together with their children. The Szewczyks’ son, Wiesio, was only 18 months old. They all stayed in the cellar till noon of the next day, when Franciszek was brought from the mine. Their identities were checked and under the police escort they were taken to the camp in Mysłowice. The camp in Mysłowice was a temporary Police Prison in Mysłowice, an investigative camp, set up in 1940 as a sub-camp of KL Auschwitz, located in the barracks of the former camp for emigrant workers. It was a prison for all those suspected of the underground activity and arrested while illegally crossing the border between the III Reich and the General Government. It was a transition camp, from which the prisoners were taken to other camps. The prisoners were questioned here and sentenced without being judged. Some of the prisoners died in the “death bunker” as a result of brutal beatings which took place during the questionings. Others were sent to KL Auschwitz other extermination camps or to a forced labour in the III Reich. The family stayed in Mysłowice for about two days.

Short after the arrest Franciszek was interrogated and tortured in the camp in Mysłowice. The Germans wanted him to plead guilty of the underground activity. He didn’t do it. Franciszek Kasprzyk was sentenced to Block 11 in KL Auschwitz, which is called the “Death Block”. Like all the other prisoners from this Block he didn’t receive a number. He was shot by a firing squad at the Death Wall on the 22nd October 1943.

His wife, Stefania Kasprzyk, was sent to Auschwitz-Birkenau. She received the number 54567. She sent one postcard from Auschwitz. She died on the 23rd November 1943.

His daughter, Halina, together with other children were taken to Polenlager in Pogrzebień. Throughout the whole time till the end of war she looked after little Wiesio, who was separated

from his mother in Mysłowice. She remembers the stay in this camp with disgust. She remembers hard work in the garden, hunger, cold, children's cries, illnesses, punishment. Gestapo asked children about their parents work and activity. The children underwent racial examination.

At the beginning of October the children were taken to the camp in Żory.

After a few months the children were moved to another camp to Potulice near Bydgoszcz. The children underwent a quarantine there. Halina performed many duties: she washed clothes, looked after younger children, cleaned. Apart from that, every day she had to work in the former property of Potuliccy count and countess, where she collected potatoes, sugar beets and beetroots. She also built trenches.

In January 1945 the camp was opened and the prisoners were allowed to leave it. Halina stayed in the camp for a couple of more weeks and finally returned home by train attended by the PPS delegation from Upper Silesia.

Appendix 2

Jan Maszczyk

1st September 1939. "I will not retreat and I will destroy everyone who will resist me." – thundered Adolf Hitler. Two days later World War the Second broke out. It's not a good time to start a family. Nonetheless, against his influential family, Jan Maszczyk marries a 17-year-old girl from Czeladź. Thanks to the marriage Bronisława avoids going to the forced labour in the Reich. They begin an adult, independent life in extremely difficult conditions.

Jan had been an escort in a dairy for a couple of years. It's November 1944. A cold, cloudy autumn day. Jan left for work as usual. During distribution someone from Wojkowice Kościelne informed.

"I was arrested in November 1944 for helping partisans" remembers Jan. "I had been providing them with the most important medicine and dressings. In the dairy we thinned milk with water for Germans, which allowed us to smuggle some of it to Poles who needed it."

He was taken to the prison in Wojkowice Kościelne. The interrogation lasted long. He didn't turn anyone in, which meant he passed a sentence upon himself. There was no going back home to his 4-year-old daughter and a wife, who didn't even know she was expecting another baby. Beaten, with a death sentence, he is put into a cattle carriage. Destination: KL Auschwitz. Maszczyk harboured no illusions about his future. He knew that no one who entered that place left alive. Katowice district Gestapo sentenced him to Block 11, later known as a Death Block. He didn't receive a number. He had already been sentenced, the execution was only a matter of time.

Crowded in cold, seedy cells with boarded-up windows, on a three-storey bunk bed, they waited for death. A firing squad or the noose. Usually, it didn't last long...

The prisoners tried to survive on 10 decagrams of disgusting dark bread and a cup of dishwatery coffee. For dinner - a litre of stinking soup for three people. Every day it was someone's turn to lick the bowl. They cut bread with a spoon handle sharpened on a floor. It took them seven days... Every crumb was worth its weight in gold. Jan remembered they made a makeshift scale from a plank. The leftovers were meticulously weighed and shared among companions. Altogether, there was one loaf of bread for ten prisoners...

At the beginning of 1945 the Third Reich faced a complete defeat. The Red Army launched an offensive. On the orders of the Reichsfürer Heinrich Himmler, the action of covering up the traces of gruesome practices includes KL Auschwitz...

"We deluded ourselves that they would set us free. From the nearby frontline we could hear the sounds of explosions, so we knew the Russians were coming". The commanders frantically prepared the camp for the evacuation. Columns consisting of thousands of living skeletons were forced to go. It was January. Biting frost. Block 11 left the camp as one of the last. A thin striped uniform and clogs (wooden shoes) – the only clothes they had on...

We went till Wodzisław, where they crammed us into cattle carriages, closed and sent us further".

After a couple of days it turned out they reached KL Mauthausen. The concentration camp with extremely difficult conditions, located in the Alps, within the borders of today's Austria...

On the 25th January Jan received a number: 118584...

In the new camp the conditions were much worse. Severe mountain air, work on deepening the channel of the Danube in a biting frost, in waist-deep water and a horrible hunger. Again a slice of bread and rotten soup...

Jan Maszczyk, extremely exhausted, ill with phlegmon, beaten by SS men lived till the liberation...

When he stood in front of the door of his house he weighed 47 kilos, a 29-year-old man.

They cried all day. Both Bronia and Ela were alive. There was a little Jaś too. He was named after his father, because it seemed his father was already dead. Coming back to a normal life was difficult. The body wasn't used to the bed, wooden floor seemed more comfortable. His stomach couldn't digest ordinary meals. For months it had only known raw, spoiled food. Jan had to start everything from scratch. He went back to work. He put the sandwiches his wife made for him in the bag. He couldn't eat them. He used to close himself in the store room and secretly ate raw beetroots, carrots and turnip cabbages. He felt ashamed because of that.

4. ACTIVITIES

ACTIVITY 1:

The teacher introduces the subject by asking:

- What does it mean to object to something or somebody?
- What do you do when you object to something or someone in school or at home?

Students work in four groups of 4-5 students and make a list of things they usually oppose to and the ways in which they show their objection. After they complete the task the groups present the results.

For the teacher: At this stage it is necessary to focus on simple, everyday situations. The aim is to go gradually from objecting in everyday situations to resisting in the situation of war.

ACTIVITY 2:

Students watch the first part of the presentation – Introduction (slides 1 - 25).

The teacher explains that the methods used by the oppressor in Sosnowiec were the same in the whole country. The teacher asks questions:

- What restrictions and repressions were introduced?

Teacher focuses students attention on the characteristic features of the totalitarian regimes. They note them down on the board and students try to define totalitarianism. The teacher explains the term radicalism.

- Which of these situations would make you object to/protest ?
- What could you do to object to in these situations?

The teacher notes students answers to question 3 on the board.

Students watch slides 26 -27 to find out if any of their ideas were similar to the ways people in Sosnowiec and Poland in general opposed to the oppression.

ACTIVITY 3:

Students work in 7 groups. Each group receives printed out slides of the presentation.

Group 1 – The underground press (slides 28 - 30)

Group 2 – Secret teaching (slides 31 - 33)

Group 3 – Sabotage and diversion (slides 34 – 37)

Group 4 – Jews in Sosnowiec (38 – 44)

Group 5 - Concentration camps (slides 45 – 46)

Group 6 – The underground organizations (slides 47 – 52)

Group 7 – Childhood in the dark ages of the occupation (slides 53 – 55)

After acquainting themselves with the information students present what they have learnt to the class.

Question for discussion:

- What other means of the society's resistance are shown in the presentation?
- What is the difference between active and passive resistance? Can you provide examples on the basis of the presentation?

Teacher helps students define active and passive resistance.

Students provide examples of passive and active resistance on the basis of the presentation.

- What is the difference between objecting in everyday situations and resisting during the war?

ACTIVITY 4:

The teacher introduces the names of Franciszek Kasprzyk and Jan Maszczyk. Students work in groups. Half of the groups receive excerpts of the biography of Jan Maszczyk, the other two of the biography of Franciszek Kasprzyk.

ACTIVITY 5:

Questions for discussion:

- How did Jan and Franciszek oppose the oppression?
- What did they sacrifice? What were the consequences of their resistance?
- In your opinion, why, despite being aware of the possible consequences of their actions they decided to resist?
- What do you think they felt when taking the decision to resist? What dilemmas did they face?

ACTIVITY 6:

Students work in groups. The teacher asks students to imagine they are either Franciszek or Jan. They are allowed to write the last letter to their children. Students write their letters. Afterwards, each group reads their letter.

ACTIVITY 7:

Questions for discussion:

- Is it harder to react in another way when society is following the same idea?
- Why it is easier to follow than to oppose?

ACTIVITY 8:

The teacher introduces the notion of the Great Chain of Being by St. Thomas of Aquinas and presents students with its simplified version:

- God
- Human being
- Animals
- Things (plant, minerals)

The teacher explains that the human being was placed by God between himself and animals, which means that a human being was placed the highest of all the creatures and things. This order had been perceived as a certainty.

For the teacher:

A great Chain of Being “is a concept derived from Plato, Aristotle, Plotinus, and Proclus; further developed during the Middle Ages, it reached full expression in early modern Neoplatonism.[1][2] It details a strict, religious hierarchical structure of all matter and life, believed to have been decreed by God. The chain starts from God and progresses downward to angels, demons (fallen/renege angels), stars, moon, kings, princes, nobles, men, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals.” (https://en.wikipedia.org/wiki/Great_chain_of_being__)

The purpose of this exercise is to show the condition that the humanity is in after the II World War. Even though there had been wars before the II World War and there were wars after it, it was during the II World War that a human being thought of another human being in terms of a product which can be used to produce other things (eg. Soap made of human fat, material made of human hair as it used to be made of animal hair). Even though at the moment such things don't take place the way of reasoning remained. Cloning may serve as an example. People themselves deprived themselves of the position among creatures given them by God.

ACTIVITY 9:

The teacher draws a simplified chain of being with a chalk on the floor or uses previously prepared chain on a big sheet of paper. Some of the students stands on the place intended for a human being, that is just after God. The teacher reads excerpts of biographies and together with students they decide whether it changes anything in the order of beings.

1. “Beaten, with a death sentence, he is put into a cattle carriage.” (Jan Maszczyk)
2. “We went till Wodzisław, where they crammed us into cattle carriages, closed and sent us further”. (Jan Maszczyk)
3. “On the 25th January Jan received a number: 118584” (Jan Maszczyk)
4. “SS men crammed them in one barrack. The place was so crowded that they couldn't move. At night they sat on the floor in one position. In a day they stood motionlessly one next to each other..” (Jan Maszczyk)

Questions:

- What do people give numbers to?
 - What did the barracks resemble?
 - In your opinion where should the human being (student) move?
5. “Unfortunately, Jan went down with phlegmon - a spreading diffuse inflammatory process with formation of purulent pus. The symptoms were fever, pain and swelling. His legs changed into a festering wound. His companions help him find a paper from bags in which cement was stored. They wrapped his legs in the paper and covered them with the striped uniform. The pain was unbelievable, he couldn’t walk, and he still had to work like a slave. A prisoner unable to work was useless. He walked to the left side. To be killed. It crossed his mind that he would “go to the furnace.”” (Jan Maszczyk)
6. “At the beginning of the month so called “sztands” took place. These were summary court meetings – standgericht... An SS man played a lottery. From the list he chose the names he liked - over two hundred people each time..” (Jan Maszczyk)
7. “The family stayed in Mysłowice for about two days. After that time women’s names were read out... After reading women’s names, children’s names were read out. When Wiesio’s name was called out his mother didn’t want to part with him, but eventually he was snatched out of her hands and thrown.” (Jan Maszczyk)

For the teacher:

Students should understand that a human being was treated like a thing. At the end of the exercise the students should stand on the lowest rung. The teacher explains the students that II World War was a kind of a dividing line.

Questions:

- How were the people in these excerpts treated?
- Where should the human being stand now (the students)?

Questions for discussion:

- Which place in the Great Chain of Being does the Human Being take after the war?
- How would you describe Humanity?

ACTIVITY 10:

Students read the poem and answer the question:

“You who wronged” Czesław Miłosz

You who wronged a simple man
Bursting into laughter at the crime,
And kept a pack of fools around you
To mix good and evil, to blur the line,

Though everyone bowed down before you,
Saying virtue and wisdom lit your way,
Striking gold medals in your honor,
Glad to have survived another day,[...]

Translated by Richard Lourie

Retrieved July 2, 2015 from

<https://wandamichalakdomkunczewiczow.wordpress.com/2013/05/09/ktory-skrzywdziles-you-who-wronged/>

Question for discussion:

- How do you think it was possible for human beings to cause so much evil?
- What may be the consequences of radicalism?
- How can lack of political commitment influence the rise of extremism?

ACTIVITY 11:

Students work in 7 groups. Each group receives an excerpt of a poem (attachment 3)

- What problems are brought up in the poems?
- What current events can you think of when you read the poems?

Students read the poems in groups. Each group presents their interpretation in front of the class and discuss the questions with the teacher.

For the teacher:

With stronger students, students interpret the poems themselves, with weaker students a teacher can prepare pieces of paper with the problems discussed (attachment 4) in all poems and ask students to choose the appropriate interpretation.

ACTIVITY 12:

A question for discussion:

- How do you understand the words: “The thing that has been, it is that which shall be; and that which is done is that which shall be done; and there is no new thing under the sun.” (Ecclesiastes 1:9, (<http://biblehub.com/job/ecclesiastes/1.htm>))

ACTIVITY 13:

The teacher asks students: What is the Declaration of Human Rights: it is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris. The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled.

The teacher gives the groups of students the cut out articles of the Declaration of Human Rights. Students decide the breach of which rights are presented in the poems.

Questions for discussion:

- How does the Declaration of Human Rights protects us against the evil similar to that which took place during the II World War?
- “The person who is silent when facing murder – becomes an accomplice of the murderer. The person who does not condemn, gives consent” (Szuchta, R.,Trojański, P. 2012) – Can we to remain indifferent when facing the suffering and the death of other people?
- How can you be active?
- What could you sacrifice to help others?

ACTIVITY 14:

A summary of the lesson:

Write down two most important things that you have learnt.

5. REFERENCES

Glossary of terms

Totalitarianism – is a political system in which the state holds total control over the society and seeks to control all aspects of public and private life wherever possible. A totalitarian regime attempts to control virtually all aspects of the social life, including the economy, education, art, science, private life, and morals of citizens.
(<https://en.wikipedia.org/wiki/Totalitarianism>)

Radicalism - favouring or tending to produce extreme or fundamental changes in political, economic, or social conditions, institutions, habits of mind.
(<http://www.collinsdictionary.com/dictionary/english/radical>)

Declaration of Human Rights – a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris. The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled.
(https://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights)

Active resistance - Active resistance occurs where people are taking specific and deliberate action to resist the change. It may be overt, with such as public statements and acts of resistance, and it may be covert, such as mobilizing others to create an underground resistance movement.
(http://changingminds.org/disciplines/change_management/resistance_change/sign_resistance.htm)

Passive resistance – refers to actions of nonviolent protest or resistance to authority. The central feature is the conscious choice by the actors to abstain from a violent response even in the face of violent aggression. The term is misleading, however, in that it implies passivity. In fact, passive resistance can be thought of as an active, but nonviolent, mode of struggle in a social conflict. The actions that fall under the term passive resistance include many forms of civil disobedience and noncooperation.
(http://www.encyclopedia.com/topic/passive_resistance.aspx)

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