

Year 6 Lesson plan for RE - Holocaust

Subject Resources	Objectives	Main Activities	Independent / Group Work	Plenary
<p>Week 1 <i>Colour charts</i></p>	<p>To understand the uniqueness of family history. PSHE link to 'belonging'.</p>	<p>Sit a child in front of a mirror and ask him/her to notice his/her facial features. What are the colours of his/her eyes and hair? Get some colour samples from a paint store and help the child find colours that are closest to his/her colour. The colour will not be white or black but will be a descriptive name.</p>	<p>Ask the child to bring in some pictures of his/her family members. Complete a chart using 'descriptive' colours. This task enables children to look at differences even within their own family groups.</p>	<p>Compare different groups and families. Talk about the colour selections that children have made.</p>
<p>Week 2 <i>History of our school resources. Maps</i></p>	<p>To understand the part that location plays in family history. (Link to the History of our School project)</p>	<p>Prior investigation through homework activities. Get a map and locate where the children's ancestors live/lived. Ask the children to talk to older members of their family. Find out about where they lived and worked.</p>	<p>Write accounts and compare stories.</p>	<p>Invite local elderly people to come in and tell tales about their childhood.</p>
<p>Week 3 <i>DVD TV programme</i></p>	<p>Compare different aspects of TV personalities.</p>	<p>Spot the difference. Watch a popular TV programme.</p>	<p>After watching the show, ask the children in groups to discuss and write down as many differences as they can remember</p>	<p>Share ideas in a whole class discussion and watch the programme again.</p>
<p>Week 4 <i>Magazine pictures. Sheet divided into 3 columns</i></p>	<p>To understand reasons why people make judgements.</p>	<p>10 magazine pictures representing a variety of characteristics such as age, race, gender, disability and size. Children should jot down their immediate impressions of each. They should imagine that they are meeting them for the first time; what might this person be like? Would I like to get to know her/him better? Then show children the pictures, one by one.</p>	<p>The children will transfer the notes taken while viewing the pictures to the first column and then write the reasons they made those comments in the centre column. Small groups will discuss the reactions and reasons given and analyse the logic of those decisions. After the discussion, individual children should enter a</p>	<p>Convene the class in a large group to talk over the activity. Ask children to discuss: What are common reasons for judging others? Which judgments are positive? Which are</p>

			comment for each picture in the 'analysis' column. How important is peer pressure to the way we see others and ourselves?	not acceptable? How should people judge others?
Week 5	Were the Jews different? Jews were proud of the things that made them "Jewish". Did this make it easier or more difficult for Jews to be accepted in the countries that hosted them?	Whole class discussion based on differences between Jewish people and non Jewish people: <ul style="list-style-type: none"> • dress; • appearance; • food; • customs; • holidays; • religion. 	Write a brief description based on the discussion.	In groups children to produce a glossary using the following words: Stereotype; Race; Prejudice; Segregation; Discrimination; Tolerance.
Week 6	To learn about the Nazi policy towards Jews.	Read through worksheet to identify unfamiliar vocabulary.	Comprehension exercise based on worksheet.	Discuss answers.
Week 7 <i>Sources: letters, diaries, photos, magazine articles and newspaper accounts</i>	To investigate different types of sources and observe the views expressed in them e.g. letters, diaries, photos, magazine articles and newspaper accounts.	Propaganda- during World War II, propaganda played a huge role in convincing German people that the intolerance of Jews was acceptable. What kinds of images/words does propaganda often make use of? What kind of rhetoric is involved? How can a poster be persuasive enough to generate abhorrent ideas? Links with literacy- posters, pamphlets, billboards, slogans, podcasts and scripts for radio and TV. <i>Excerpts from propaganda posters and descriptions of examples of propaganda.</i>	Children will create their own propaganda materials that support the tolerance of a diverse society. View one another's finished work and discuss which are most effective and why.	Finish with a discussion about whether propaganda, even positive propaganda, is ethically right. Does it help people make up their own minds, or does it encourage them to subscribe to a position without thinking it through for themselves?

<p>Week 8 Sources: letters, diaries, photos, magazine articles and newspaper accounts.</p>	<p>To use primary sources to make historical links.</p>	<p>The differences between letters and diaries (link to Anne Frank) Whole class ICT lesson based on Internet research on Anne Frank's Diary. Adding to 'favourites'.</p>	<p>Individual newspaper report style presentation, detailing the information from the research session.</p>	
<p>Week 9</p>	<p>To analyse the influences of specific ideas and beliefs based on the Holocaust.</p>	<p>Introduce the term <i>Holocaust</i> and what it means, Nazi ideas etc, differences, similarities, diversity in communities, acceptance, how hatred is directed against minority groups, behaviour to others. Extension exercise: Explanation of 'subtle' and 'overt' discrimination. * This is often a whole class lesson based on subtle and overt discrimination.</p>	<p>Class split into four groups- Group 1- research (using the Holocaust Memorial resources) families/ children first hand accounts of the Holocaust. Group 2- poems Stand Up (To Hatred) based on Holocaust Memorial Website poem. Group 3- Hannah's story *Group 4- The Island of Skog by Steven Kellogg answering the following questions: Why did the rodents become violent? Why was Skog so defensive? How might conflict have been prevented? Which groups in society are represented by Skog? The Rodents? How do these groups experience discrimination? Is this discrimination subtle or overt?</p>	<p>Children can compile a list of ways that people can intervene to stop discrimination.</p>