

# THE HOLOCAUST

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with  
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Illustrated by  
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# INTRODUCTION

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**The pack** *The Holocaust* provides activities for KS3 History aimed at giving students a grounding in the key events leading up to the Holocaust, and of the Holocaust itself, as well as opportunities to explore the issues involved.

**Student suitability** Worksheets are aimed at Year 9 students. It has been assumed that students will have some prior knowledge of the medieval Catholic Church and the influence of Martin Luther during the Reformation period.

**Using the pack** Note that the pack is based on the Jewish experience under the Nazis, 1933–45. Teachers need to include information on other persecuted minorities when planning their scheme of work. Care needs to be taken when teaching the contents of this pack as it contains information that many pupils might find distressing.

For most of the worksheets, additional information is included at the back of the pack. This can be used for reference by the teacher or copied and distributed to students. Notes on this are given in the individual lesson plans.

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# GENERAL GUIDELINES

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## Guidelines for using this pack

The Lesson Plans opposite each page support the use of each specific page. These more general guidelines give advice on using the whole pack. They offer suggestions on preparation, running the lesson and follow-up work, and could form the basis of in-service training prior to using the pack.

Please remember to photocopy both the relevant Lesson Plan and these General Guidelines if you are copying worksheets for a supply teacher to use.

## Preparing for the lesson

- Specific preparation requirements are indicated in the 'Preparation required' section of the Lesson Plan. You should always have available copies of the worksheet, pens, pencils and a chalkboard or equivalent.
- Allow approximately an hour's lesson for each page.
- You can link pages to make a double lesson; linked pages are indicated under the heading 'Links to other worksheets'.
- Possible classroom management challenges which may be created by the page and any issues of a sensitive nature are brought to your attention in the Lesson Plan under the heading 'Points to be aware of'. You will probably want to check whether these are relevant to your class.

## The lesson

Pages are worded so that you can choose how to manage each in the classroom. However, as a general guideline, we suggest that you move from 'introductory chat' to individual work, through to paired or small group discussion, then to pooling ideas as a class. Where a specific approach is required which differs from this, it is indicated in the Lesson Plan.

Each sheet contains a number of activities. These fall into several basic formats:

- Thought starters
- Reading
- Oral work
- Working in role or 'imagine' exercises
- Written work
- Brainstorming
- Research

Where relevant, you may choose to allow students with poor writing skills to work on the sheet and mark, underline or colour to show understanding. Where extended writing or copying is required, you could modify the task and set a precise target for students who work very slowly, inaccurately or untidily. You may find it useful to mark sections which you expect students to complete with a fluorescent pen. Where a different approach might be more appropriate for less able (or more able) students, this is highlighted in the 'Differentiation' sections of the Lesson Plan.

## Following up on the lesson

The Lesson Plan may include, where relevant, suggestions for Extension Activities. These are usually designed to carry the topic into a double lesson, or to provide an opportunity for out-of-classroom work, especially to involve parents, PTA events, school competitions, etc.

## Web-based homework

If you have access to the web either at home or at school you can take advantage of our web-based homework activities. Students work online and send their work directly to your personal homepage on our website [www.iamclever.org](http://www.iamclever.org). The system is secure, easy to use and has been shown to be very motivating for the students. Every UK Secondary school is already registered on the system. All you have to do is add yourself as a teacher so that your students can send work to you. Simply click on 'log in here' and follow the instructions from there. The whole process takes about two minutes.

# LESSON PLAN FOR JEWS IN THE MIDDLE AGES

<b>Learning outcome</b>	To give students a sense of the continuity of European anti-Semitism – that it survived the rapid changes of the Reformation, and united all Christian groups.
<b>Links to other worksheets</b>	Other worksheets concerned with prejudice and persecution include POGROMS and PERSECUTION IN THE 1930S.
<b>Preparation required</b>	The activities on this page could follow on from a recap lesson on the medieval Church and its importance in daily life. The additional information (see page 62) could be copied and distributed to students. Excerpts from Sir Walter Scott’s <i>Ivanhoe</i> illustrate the prejudice to Jews in the Middle Ages.
<b>Points to be aware of</b>	This page deals with prejudice and discrimination and should therefore be dealt with sensitively.
<b>Additional information</b>	See page 62.
<b>ACTIVITY 1</b>	Using the additional information section, outline some of the issues relating to Jews in the Middle Ages. This could lead to discussion in small groups, and then responses clarified in whole class feedback. The class should consider in what ways it might be dangerous if the money-lenders stood out as aliens in society. You might wish to extend this activity by writing the ideas on the board.
<b>Timing</b>	10 minutes.
<b>Grouping</b>	Whole class input followed by small group work and then whole class discussion.
<b>ACTIVITY 2</b>	This could be an individual or small group exercise. Encourage students to include the ideas given under Preparation and presented to them in Activity 1.
<b>Timing</b>	30 minutes.
<b>ACTIVITY 3</b>	Individual work for students to reflect on. Alternatively, small groups could summarise their conclusions together.
<b>Timing</b>	10 minutes.
<b>Differentiation strategy</b>	Low ability: distribute the additional information (see page 62). High ability: Activity 3 could be extended to form a report by a leading bishop.
<b>Extension activities</b>	Low ability: students could research the story of the Jews of York by using the school library. High ability: students could examine the character of Shylock in Shakespeare’s <i>Merchant of Venice</i> .
<b>Web-based homework</b>	Register on <a href="http://www.iamclever.org">www.iamclever.org</a> and send students to the site. Tell them to look for THE HOLOCAUST, then JEWS IN THE MIDDLE AGES. The homework is: 1. Go to: <a href="http://www.yahoo.com">www.yahoo.com</a> 2. Click on: Society and Culture>Issues and Causes>Anti-Semitism. 3. Scroll to: Anti-Semitic legends. 4. Select: ‘The girl who was killed by Jews’. Read the story carefully. What can you learn from it about attitudes to Jews in medieval Germany?
<b>Useful website URLs</b>	<a href="http://www.remember.org">www.remember.org</a> <a href="http://www.ushmm.org">www.ushmm.org</a> <a href="http://www.wiesenthal.com">www.wiesenthal.com</a> <a href="http://www.about.com">www.about.com</a> <a href="http://www.us-israel.org/jsource/History/Diaspora.html">www.us-israel.org/jsource/History/Diaspora.html</a>
<b>Assessment strategy</b>	Activities 2 and 3 ask students to analyse two different points of view. A well-constructed answer could achieve level 6.
<b>Cross-curricular links</b>	English, Geography, Religious Studies, Citizenship.
<b>PoS/references</b>	KS3 history Britain 1500–1750; KS3 history The Twentieth Century World.

# JEWES IN THE MIDDLE AGES

LEARNING OUTCOME: IN THIS LESSON STUDENTS WILL LEARN THAT ANTI-SEMITISM HAS A LONG HISTORY IN WESTERN EUROPE, AND WHAT THE RELIGIOUS REASONS ARE FOR THIS.



Jews were money-lenders.

1 Many Jews in the Middle Ages became money-lenders. Usury (money-lending for profit) was outlawed by the Catholic Church, and was an illegal occupation. Why might this make Jews hated?

People feared and persecuted Jews.



2 Imagine you are a Jewish merchant in medieval Italy. It is Easter, a dangerous time for Jews because they were blamed for the death of Jesus. Look at the points made by Luther in the illustration.

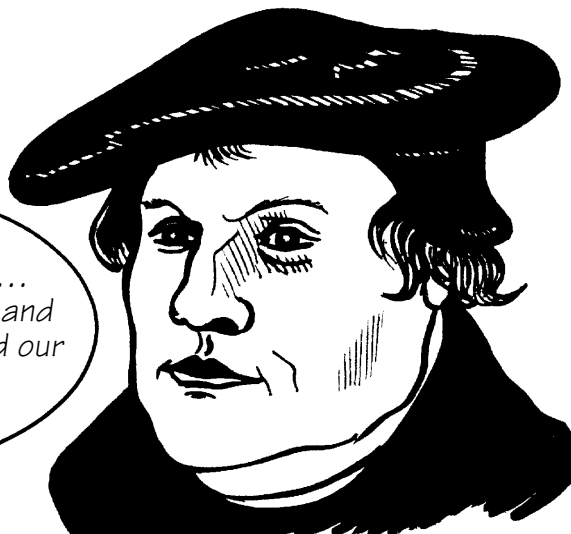
Write a letter to the local Prince explaining that the accusations against you are not true, and outlining the value your community has for local business.

3 Look at the pictures on this page and review all the information you have been given in this lesson. Consider why Jews were hated in 'Christendom'.

Draw a spidergram to summarise all the reasons why Jews were disliked.

Martin Luther, founder of Protestantism

*Poisonous bitter worms ... destroy their synagogues and houses. Lazy ... We must rid our country of them!*



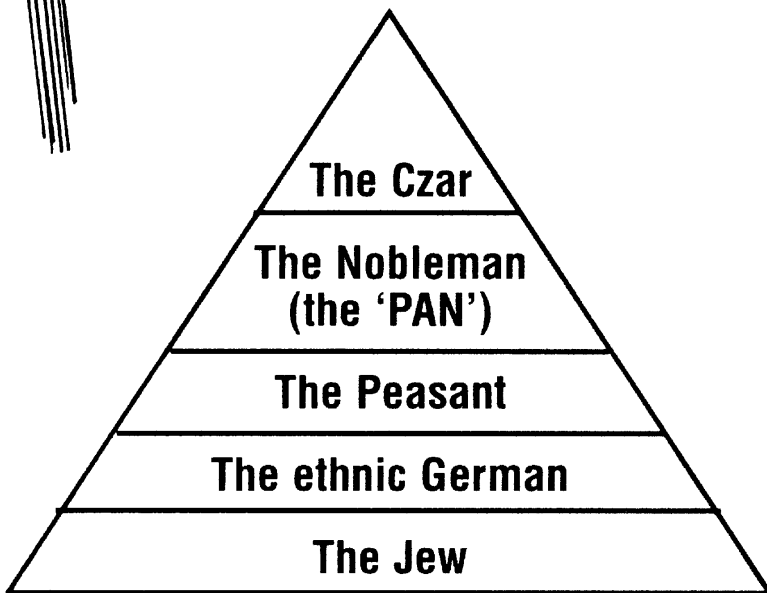
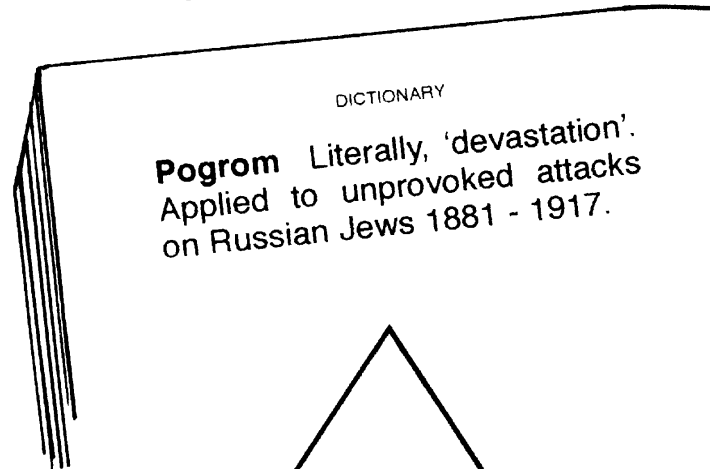
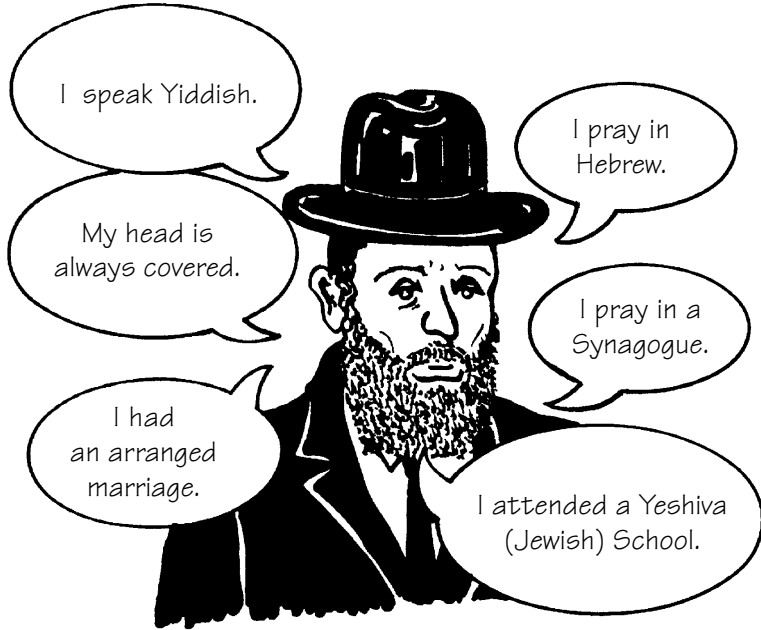


# LESSON PLAN FOR POGROMS

<b>Learning outcome</b>	Students will learn that Jews in Eastern Europe were persecuted in the late nineteenth and the early twentieth centuries and that this was very different from the treatment of Jews in Western Europe at the same time.
<b>Links to other worksheets</b>	This worksheet is about Jewish culture and persecution. Other worksheets with similar themes include JEWS IN THE MIDDLE AGES and PERSECUTION IN THE 1930S. AUSTRIA AND KRISTALLNACHT deals with a modern pogrom.
<b>Preparation required</b>	Give students a copy of the Map the Pale of Settlement from Appendix 1 (page 70). Students should have completed the worksheet JEWS IN THE MIDDLE AGES.
<b>Points to be aware of</b>	The study of the Holocaust involves using information and images that students might find distressing. A sensitive approach is therefore essential. You should also avoid the stereotype of the Eastern European Jew and stress the richness and diversity of Jewish culture.
<b>Additional information</b>	See page 62.
<b>ACTIVITY 1</b>	A class brainstorm. Write the collective ideas on the board.
<b>Timing</b>	10 minutes.
<b>ACTIVITY 2</b>	Encourage students to use the ideas on the board as well as including the religious hatreds, the belief that the Jews were Christ-killers, and the ideas from the worksheet JEWS IN THE MIDDLE AGES.
<b>Timing</b>	35 minutes.
<b>Grouping</b>	Pairs to create spider diagram, individual activity for paragraph.
<b>ACTIVITY 3</b>	Discuss the exercise first. Students could make a list of reasons, or the more able could produce a short written report. Point out that the Jews had very little hope of benefiting substantially from the political changes and revolutions sweeping nineteenth-century Europe.
<b>Timing</b>	15 minutes.
<b>Grouping</b>	Individual exercise.
<b>Differentiation strategy</b>	Low ability students could write a list rather than a paragraph. High ability students could write a short essay.
<b>Extension activities</b>	Students could write a letter to someone in the United States giving an eyewitness account of a pogrom.
<b>Web-based homework</b>	Register on <a href="http://www.iamclever.org">www.iamclever.org</a> and send students to the site. Tell them to look for THE HOLOCAUST, then POGROMS. The homework is: 1. Go to: <a href="http://www.yahoo.com">www.yahoo.com</a> 2. Search for: Russian Pogroms. 3. Scroll to: Pale and Pogrom, and click on it. Read the information under 'Homeward Bound'. Answer this: What happened to the Jews of southern Russia after the assassination of Czar Alexander II?
<b>Useful website URLs</b>	<a href="http://www.wiesenthal.com">www.wiesenthal.com</a> <a href="http://www.remember.org">www.remember.org</a> <a href="http://www.ushmm.org">www.ushmm.org</a>
<b>Assessment strategy</b>	Students should evaluate the reasons for anti-Semitism and demonstrate an understanding of a number of motivations. Students could attain up to level 6 on the Attainment Target.
<b>Cross-curricular links</b>	English, Geography, Citizenship.
<b>PoS/references</b>	KS3 Twentieth Century.

# POGROMS

LEARNING OUTCOME: YOU WILL LEARN ABOUT HOW THE JEWS OF EASTERN EUROPE WERE TREATED IN THE NINETEENTH AND EARLY TWENTIETH CENTURIES.



1 Why did so many Jews emigrate from the Russian Empire to Western Europe and the United States before and after the First World War?

Look at the information sheet showing the Pale of Settlement, part of Russia where Jews were attacked. The numbers on the map indicate where and how many Jews were attacked.

2 Draw a spidergram which gives reasons why pogroms took place. Write a short paragraph to explain your spidergram. The pictures on this page will help you.

3 Study the social pyramid on the left. What kind of society do you think it was for each of the groups?