



Medium term plan for RE	
Unit: The Holocaust - an Irish response (KS 3)	Time: 15-20 hours
<p>Expectations At the end of this unit:</p> <p>most children will:</p> <ul style="list-style-type: none"> • Understand what is meant by discrimination and prejudice and be able to give examples of them. • Make informed responses to issues of discrimination and prejudice, identity and experience in the light of their learning. • Be able to explain how the events of the Holocaust affected the lives of individuals and communities, particularly Jews. • Be aware of how the events of the Holocaust affected the life of people in Northern Ireland. • Understand the role played by Northern Ireland in helping Jewish refugees. • Reflect upon the Holocaust and make informed responses towards the issues raised including people's values and commitments. <p>some children will not have made so much progress and will:</p> <ul style="list-style-type: none"> • Be aware of what is meant by discrimination and prejudice and be able to ask questions and suggest answers that show understanding of moral and religious issues. • Describe some of the events of the Holocaust and how it affected individual Jews. • Ask questions and suggest answers about the significant experiences of the Holocaust victims. • Describe aspects of the life of Jewish refugees in Northern Ireland. • Compare their own views and responses to the Holocaust with those of others. • Make links between values and commitment and their attitudes and behaviour. <p>some children have progressed further and will:</p> <ul style="list-style-type: none"> • Respond to the experiences of inspirational people from the Holocaust (living and dead) and to moral issues related to prejudice and discrimination by relating them to their own and others' lives. • Begin to be able to relate Jewish beliefs, practices and forms of religious expression to their historical and cultural context. 	

Key questions

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| 1. How do we deal with discrimination? | 6. What did countries do to help? |
| 2. Who suffered in the Holocaust? | 7. What does it mean to be captive/free? |
| 3. What was it like for refugees? | 8. Could you forgive? |
| 4. Why do Jews celebrate Passover? | 9. Is prejudice someone else's problem? |
| 5. Who were the individuals involved? | 10. Could you forgive? |
| 11. How do I feel about what I have learned? | |

Outline Planning Sheet for Religious Education

Unit Ref: Key Stage 3 Title: Judaism - The Holocaust - An Irish Response

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>How do we deal with discrimination?</p>	<ul style="list-style-type: none"> To begin to reflect on what discrimination means and how we respond to it. 	<ul style="list-style-type: none"> Use a variety of situations on cards in which people are, 'left out'- e.g. Sports; school trips; a friend's birthday etc. Give cards to groups of 5/6 pupils. Ask them to discuss how it would feel to be left out, whether it was fair etc. Explain the meanings of 'discrimination' and 'prejudice'. Move on to situations of discrimination due to age, sex etc. Be sensitive, but try to draw on situations that the pupils offer. Use a story or video to illustrate racial discrimination (E.g. 'What's the difference?', focuses on apartheid in South Africa.) Discuss how it would feel to be treated so differently just because of the colour of your skin. Write a letter, poem or rap to express the unfairness of one form of discrimination. Share with the rest of the class. 	<p>Pupils ...</p> <ul style="list-style-type: none"> Understand the terms discrimination and prejudice. Can identify different forms of discrimination. Reflect and respond to issues of discrimination or prejudice.
<p>Who suffered in the Holocaust?</p>	<ul style="list-style-type: none"> To become aware that Jews who became victims of the Holocaust were no different to anybody else. To find out about life in the ghettos/ concentration camps. 	<ul style="list-style-type: none"> Show pictures of a variety of Holocaust victims such as; ' A School Outing 1938', 'The Football Team 1936' (From Holocaust Education Trust pack). Raise questions such as: <ul style="list-style-type: none"> Have you got similar modern pictures? What is happening/has happened to enable the photograph to be taken? Can we tell anything about the background of these people just by looking at the photograph? Can we tell where they are from? Their religion/nationality? What do you think happened after the photograph was taken? Where do you think they might be now? Following the discussion show a clip from, <i>The Holocaust</i> video or <i>Schindler's List</i> to show life in concentration camps. Discuss how the pupils would feel if it was their school photograph and their friends that had been killed. In groups devise questions that they could put to a survivor of the Holocaust. Discuss these as a class. (A visit by a survivor could be arranged through Beth Shalom or a visit to the Centre made to hear a survivor.) 	<ul style="list-style-type: none"> Understand that victims of the Holocaust were ordinary people like themselves. Reflect on their feelings of this discrimination. Question a survivor on their life in the concentration camps.

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What was it like for refugees?</p>	<ul style="list-style-type: none"> To understand the role of Ireland in the Holocaust. To be aware of the kindertransport. 	<ul style="list-style-type: none"> Read the extract from <i>Faraway Home</i> where Karl and his sister Rosa are put onto a train in Austria with thousands of other, unaccompanied Jewish children as a desperate attempt by their parents to be saved from certain death at the hands of the Nazi forces present in Austria. Add further detail about kindertransport operations. Discuss how the children must have felt, alone with just one small suitcase, travelling to a strange country. Ask the pupils to write a private diary entry by Karl or Rosa, expressing their feelings at that time. If you were only allowed to pack one small suitcase, containing nothing of value, what would you take? Why? 	<p>Pupils...</p> <ul style="list-style-type: none"> Understand what the kindertransport was. Reflect on what it must be like to be forced to leave your home. Reflect on what is of real value to them.
	<ul style="list-style-type: none"> To understand the term 'refugee'. To reflect on the life of a refugee. 	<ul style="list-style-type: none"> Continue reading <i>Faraway Home</i> from where Karl and Rosa arrive in Northern Ireland and are then separated. At the point where: 'Karl realised with a jolt that he and Rosa were refugees,' (page 46) ask the children to imagine that they were forced to leave home and transported to a foreign country with little money. In pairs discuss what they would miss most and worry about most. Research newspaper articles/news websites with current stories/issues about refugees and other migrants. List the difficulties they must overcome and suggest ways in which we might make it easier for refugees who arrive in our own country. <p><i>Extension:</i> More able pupils could also research symbols of freedom linked to refugees such as The Statue Of Liberty/Staten Island, or look more closely at the reasons for people risking their lives to leave their homeland or for being forced to become refugees.</p> <ul style="list-style-type: none"> Rosa was told she needn't take her suitcase with her because her foster parents would provide 'new things' (page 54). Describe how Rosa must feel at leaving her only links with home behind through a poem, dance, music or diary entry. 	<ul style="list-style-type: none"> Understand what a refugee is. Reflect on what being displaced from home might be like. Are aware of the plight of refugees today.

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
Why do Jews celebrate Passover?	<ul style="list-style-type: none"> To understand what the Passover festival is all about. To interpret the symbolism of the Seder. 	<ul style="list-style-type: none"> Continue reading from <i>Faraway Home</i> where Karl celebrates Passover with the Seder Meal. Link to the first ever Passover at the time of Moses. Discuss the symbolism of the foods on the Seder Table/Plate and their significance to the time of the Holocaust e.g. The Salt Water = the tears of the Hebrew slaves, and this time, the tears of the refugees, concentration camp victims etc. Familiarise the pupils with Passover celebrations of the present day by elaborating on the book, using pictures, videos, and visitors. 	Pupils ... <ul style="list-style-type: none"> Can explain the events of the first Passover. Can describe modern day Passover celebrations. Make links between the past and the present. Interpret the symbolism of Passover.
Who were the individuals involved?	<ul style="list-style-type: none"> To reflect upon and make a personal response to the individual suffering of the Holocaust. 	<ul style="list-style-type: none"> Read extracts from <i>Schindler's Ark</i>, <i>Faraway Home</i>, <i>Anne Frank's Diary</i>, <i>Rose Blanche</i> or other suitable sources to describe life in the ghettos and concentration camps for individuals in more depth. Show the picture of the little Jewish boy holding his hands up before a Nazi soldier (from Holocaust Education Trust or the version in <i>Rose Blanche</i>.) Construct a 'role on the wall' for the boy, giving him a name, age and lifestyle. Allow pupils to reflect upon the picture and discuss what is happening. How is the boy feeling? What might the future hold for him? Display the phrase; 'I never met you but...' Pupils continue this writing in any form they wish - poem, prayer, letter etc. Responses are shared in small groups and class discussion then follows to allow feelings to be aired. Extension: <ul style="list-style-type: none"> Ask pupils to look at, discuss and respond to similar pictures relating to Rwanda and Kosovo. Research on these situations could be carried out and presented to the rest of the class. 	<ul style="list-style-type: none"> Understand more of what life was like in the ghettos and concentration camps. Respond to their learning by empathising with individual characters. Compare events of human experiences relating to historical and cultural context.

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What did countries do to help?</p>	<ul style="list-style-type: none"> To gain a greater awareness of the role of Ireland in the Holocaust. 	<p>Explain that:</p> <p>In December 1938 the first kindertransport arrived in Britain. Some children from that and others that followed were sent to Northern Ireland. The small Jewish Community of Belfast set up a Refugee Aid Committee. Money was raised and a hostel set up in Belfast. From here Irish people, Jewish and non-Jewish alike took a child into their homes.</p> <p>In May 1939 the Committee leased a derelict farm close to the village of Millisle. Up to eighty people including the children lived and worked on the farm at any one time until it closed in 1948. The children attended school, were helped by local children to learn the language, received pocket money and joined local groups such as Scouts, First Aid etc.</p> <p>Only after the end of the war in 1945 did many of the Millisle children learn the dreadful truth of what had happened during the war to the families.</p> <p>Some refugees stayed on in Northern Ireland.</p> <p>The modern Belfast Synagogue has a plaque put up by former refugees, the children of Millisle Farm, expressing their thanks to the Belfast Jewish Community for their help and support.</p> <ul style="list-style-type: none"> Discuss the role of Millisle Farm in helping refugees. Why would some refugees want to stay together at that time? Read the part of <i>Faraway Home</i>, where Karl is taken to Millisle Farm. Discuss his feelings and experiences. Watch extracts from the film 'Into the Arms of Strangers' where Robert Sugar talks of his experiences on the farm. Ask the pupils to write a 'letter home' describing their life on the farm, their experiences at school and their contact with the new community. Role-play scenes from Millisle. Freeze frame and thought tap characters to gain insights into the feelings of those involved. Ask pupils to write the diary entry of an Irish person (child or adult) to express their thoughts/feelings when welcoming a Jewish refugee into their home. In pairs, design a plaque, similar to that in Belfast Synagogue, expressing thanks to the people of Ireland for their help and support. Words could take the form of a prayer, reflection, poem etc. Appropriate symbolism should be used. Finished plaques could form a display for the classroom. A visit to the Imperial War Museum in London could be a useful History/RE visit at this point for Year 8 and above. There is an oral archive which deals with the testimonies of Jewish refugees, one of whom is a lady who was in Northern Ireland. The Museum also holds an excellent Holocaust Exhibition. Alternatively, a visit to Beth Shalom Holocaust Centre in Laxton, Nottinghamshire could be tailored to KS2/3 or above pupils. 	<p>Pupils...</p> <ul style="list-style-type: none"> Can describe the role of Millisle Farm in the homing of Jewish refugees. Reflect on feelings of the refugees. Reflect on feelings of the Irish who welcomed the refugees.

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What does it mean to be captive/free?</p>	<ul style="list-style-type: none"> To reflect upon the contrast between captivity and freedom. To symbolise the concepts of captivity/ freedom. 	<ul style="list-style-type: none"> Recap major events of the Holocaust by displaying a series of pictures and 'Headlines', reading an extract from one of the texts suggested and playing music. Allow the pupils to individually respond by jotting down all the words/ phrases that come to mind. Then, in contrast, show pictures of people in situations of freedom e.g. holidays, celebrating, natural environment etc. What words come to mind now? How are the feelings different? Discuss the contrast between captivity and freedom. Ask the pupils individually, or in pairs, to use their lists of words to help create a diamante poem (see Appendix 2) to show the stark contrast between captivity and freedom for the Jews. Follow this by creating collages, which should show the contrast through symbol, colour, texture and shape (see Appendix 3). 	<p>Pupils will ...</p> <ul style="list-style-type: none"> Reflect upon and symbolise the contrast between captivity and freedom.
<p>Could you forgive?</p>	<ul style="list-style-type: none"> To consider the causes of suffering in the light of the Holocaust. To consider responses to suffering. 	<ul style="list-style-type: none"> Read <i>The Sunflower</i> by Simon Wisenthal. This is the story of the German Soldier who begged for forgiveness from a Jew. Read up to, but not including, the ending. Discuss in pairs what the pupils think Simon should do. Then give groups one decision on a card from: <ul style="list-style-type: none"> Simon forgives the soldier. Simon condemns the soldier. Simon does not respond to the soldier and walks away. Each group then has to discuss the decision on their card and come up with arguments to support that decision, regardless of their personal views. Groups should aim for 3-5 reasons for the decision. Arguments are then presented to the rest of the class before reflecting on their individual personal views again. Have their views changed? If so, why? If not, why not? More able pupils could focus on where the suffering has come from, who has suffered the most, the importance of being able to forgive and whether it is possible to always forgive. <p><i>Extension work</i> could consider how Jews view suffering today.</p> <ul style="list-style-type: none"> The ending of the story concludes the lesson. 	<p>Pupils ...</p> <ul style="list-style-type: none"> Evaluate responses to a situation. Reflect on personal responses. Consider the concept of forgiveness. <ul style="list-style-type: none"> Consider what suffering is and why people suffer. Are aware of the views of Jews towards suffering.

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
Is prejudice someone else's problem?	<ul style="list-style-type: none"> To consider the message given in the speech by Pastor Niemöller. 	<ul style="list-style-type: none"> Read the well-known speech by Pastor Niemöller (Appendix 1). Allow time for the pupils to discuss the speech and work out what it is saying. Raise questions to be considered in pairs/groups such as; <ul style="list-style-type: none"> 'What message do you think this speech can have for us today?' Allow time to reflect upon the statement; <ul style="list-style-type: none"> 'Prejudice is not someone else's problem'. Refer back to the situations on the cards in lesson one and other areas of prejudice and discrimination. Pupils devise a role play / drama to illustrate this statement which they present to the class. 	Pupils ... <ul style="list-style-type: none"> Reflect upon and respond to views of prejudice/discrimination. Form their own views on what issues of prejudice and discrimination mean to them.
How do I feel about what I have learned?	<ul style="list-style-type: none"> To reflect upon prejudice/discrimination. 	<ul style="list-style-type: none"> Individually, pupils think about what hopes for the future they might have for all those discriminated against (Jews, victims of Rwanda, Kosovo etc.) Discuss hopes in pairs / threes and write them on papier maché stones, stick on to cobblestones or write on paper bricks. A session could then be held with suitable background music such as the theme from <i>Schindler's List</i> playing and candles burning, where the pupils present their hopes on stones or bricks, forming a 'Mountain of Hope' or 'Wall of Hope', whilst saying what they have written. Discussion should then revolve around what can we do to turn these hopes into reality. How can we each do our bit to combat discrimination/ prejudice? We all count! 	<ul style="list-style-type: none"> Reflect upon discrimination/prejudice. Respond with hopes for the victims of discrimination/prejudice. Consider what they can do to help combat discrimination/prejudice.

Key Terms	Key Concepts	Resources	Cross curricular links, e.g., SMS/Literacy/Numeracy				
Ageism Camps Concentration Discrimination Holocaust Kindertransport Nazis Persecution Prejudice Racism Refugee Sexism	Accountability Freedom Identity Martyrdom Morality Responsibility Suffering Tolerance Tradition	<p>Pictures from <i>Lessons from the Holocaust</i>, Holocaust Education Trust</p> <p>Survivor Testimonies and visits from Survivors - Beth Shalom, Laxton, Notts. Tel. 0162 3836627</p> <p><i>The Diary of Anne Frank</i> by Anne Frank (Penguin, ISBN 0-14026-473-6)</p> <p><i>Faraway Home</i> by Marilyn Taylor (O'Brien Press, ISBN 0-86278-643-6)</p> <p><i>Schindler's Ark</i> by Thomas Keneally (Hodder and Stoughton, ISBN 0-34033-501-7)</p> <p><i>Rose Blanche</i> by Roberto Innocenti (Harcourt Brace, ISBN 0-15200-917-5)</p> <p><i>The Sunflower</i> by Simon Wisenthal (Schoken Books, ISBN 0-8052-057-8)</p> <p><i>I am a David</i> by Ann Holm (Mammoth, ISBN 0-74970-136-6)</p> <p><i>A Place to Hide, True Stories of Holocaust Rescues</i> by Jayne Pettit (Scholastic Paperbacks, ISBN 0-59045-353-X)</p> <p><i>Zlata's Diary</i> (Sarajevo) by Zlata Filipovic (Puffin, ISBN 0-14037-463-9)</p> <p><i>A Family from Bosnia</i> by Julia Waterlow (Hodder Wayland, ISBN 0-75022-024-4)</p> <p><i>Refugee Children in the Classroom</i> edited by Jill Rulte (Trentham Books, ISBN 1-85856-008-X)</p> <p><i>Into The Arms of Strangers</i> - Video</p> <p><i>What's the Difference?</i> - Video</p> <p><i>Schindler's List</i> - Video - Stephen Spielberg (Universal)</p> <p><i>Schindler's List Soundtrack</i> - John Williams (MCA)</p> <p>Speech by Pastor Martin Niemöller, 1892-1984</p> <p>Candles</p> <p>Papier Maché stones or paper bricks</p> <p>Materials for collage</p>	Design/Technology Drama History Literacy Music Numeracy				
		<table border="1"> <tr> <td>ICT</td> <td>Websites</td> </tr> <tr> <td>CD-Roms* Word Processing Internet E-mail links with Israel</td> <td>Beth Shalom: www.bethshalom.com/ Simon Wisenthal Centre: www.wiesenthal.com/ Council of Christians and Jews: www.ccj.org.uk/ Jewish Search: www.maven.co.il/</td> </tr> </table>	ICT	Websites	CD-Roms* Word Processing Internet E-mail links with Israel	Beth Shalom: www.bethshalom.com/ Simon Wisenthal Centre: www.wiesenthal.com/ Council of Christians and Jews: www.ccj.org.uk/ Jewish Search: www.maven.co.il/	
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* Including the 'Ireland in Schools' CD-ROMs H01 & C01\H01 for photographs of the Millisle Farm and other images of Northern Ireland during World War II (H44).

Martin Niemöller*

'The Nazis came for the Communists, and I didn't speak up because I wasn't a Communist.

Then they came for the Jews, and I didn't speak up because I wasn't a Jew.

Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist.

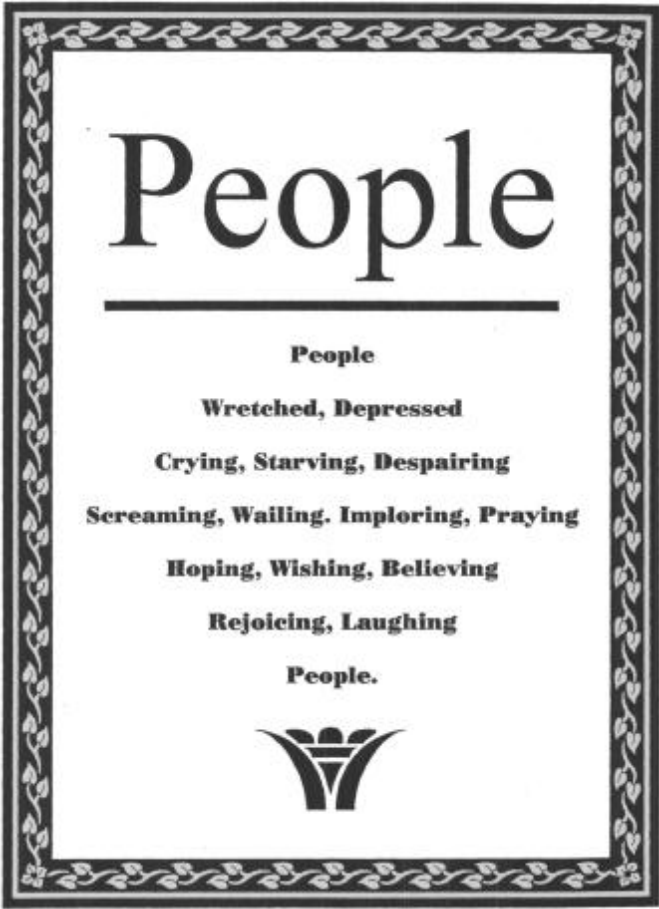
Then they came for the Catholics, and I didn't speak up because I was a Protestant.

Then they came for me, and by that time there was no one left to speak up for me.'

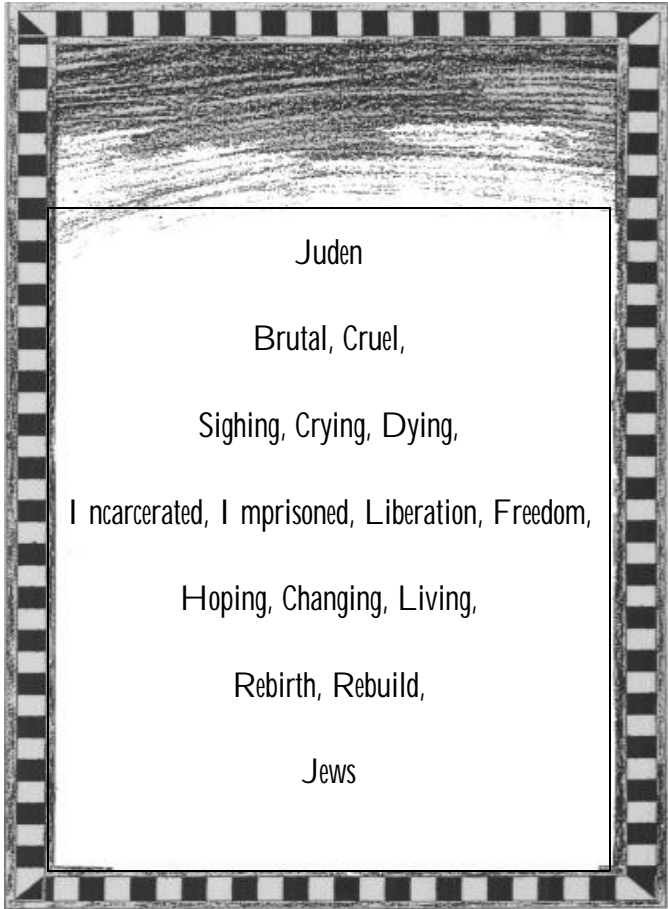
* Martin Niemöller, 1892-1984, German anti-Nazi Lutheran pastor who preached against Hitler and was imprisoned in a concentration camp in 1938.

Diamante poem

Noun 1
Adjective, Adjective
Verb + ing, Verb + ing, Verb + ing
Synonym, Synonym // Synonym, Synonym,
Verb + ing, Verb + ing, Verb + ing
Adjective, Adjective
Noun 2



Danny



Charlotte

Collage

Showing the contrast in the diamante poem through symbol, colour, texture and shape



Anonymous