














# World War II: The Holocaust

<p><b>Aim:</b> Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the holocaust in World War II.</p> <p>I can explain what the Holocaust was and describe some events that happened.</p>	<p><b>Success Criteria:</b> I can explain what prejudice means.</p> <p>I can describe how and why Jews were subject to Nazi prejudice and discrimination during the war.</p> <p>I can recall and report key facts about the events of the Holocaust.</p> <p>I can use my learning about the Holocaust to help me identify important values to live my own life by.</p> <p>I can design a poster to promote an important value.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Access to the Internet and/or information books for research (optional)</p>
	<p><b>Key/New Words:</b> Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values</p>	<p><b>Preparation:</b> <a href="#">Holocaust Report Activity Sheet</a> - 1 per pair</p> <p><a href="#">Lessons to Live By Poster Activity Sheet</a> - 1 per child</p>

**Prior Learning:** Children will have learnt key facts about World War II in Lessons 1, 2, 3 and 4.

## Learning Sequence

	<p><b>The Bad Apple:</b> Seat the children in a circle and introduce them to your two apples (see <a href="#">The Bad Apple Teacher Guidance</a>). Pass the apples round for the children to feel and speak to if they like. Ask children to discuss how the apples are similar and different. Is your hatred of one of the apples justified? Does it matter where they come from? Why/why not? Cut open the apples and compare the insides. Discuss how fundamentally the apples are the same. <b>Look for children who can explain why the hatred of the apple is unfair. Do children understand what the term 'prejudice' means?</b> Show children the pictures of the two men on the next slide. Ask them to consider the questions on the slide. <b>Can the children apply their reasoning about the unfair prejudice of the apple to that of the Jews living during the war?</b></p>	
	<p><b>The Holocaust:</b> Ask children if they have heard of the Holocaust. Clarify any misconceptions before reading the information on the <a href="#">Lesson Presentation</a>. Allow children to ask any questions they may have. <i>(There is a link to some Holocaust survivor stories on the penultimate Holocaust slide. It is strongly advised that you read and prepare ones suitable for your class in advance of the lesson if you intend to access these.)</i></p>	
	<p><b>Investigating the Holocaust:</b> Ask children to work with a partner to investigate the effects of the Holocaust and complete the <a href="#">Holocaust Report Activity Sheet</a>. <i>(If you intend to allow children to research aspects of this independently it is strongly advised that you direct children to specific websites or information books which you have vetted thoroughly.)</i> Allow time for children to feedback their reports. Do their responses differ? Why? Explore the range of responses presented and discuss why there are bound to be differences in opinion, experience and perspective. <b>Can children select and include relevant and accurate information in their reports. Are they able to demonstrate understanding and empathy when responding to the questions?</b></p>	
 <p>Children are given a range of questions to prompt them to think about different aspects of the Holocaust.</p>	 <p>Children are given fewer questions to respond to.</p>	 <p>Children are given one key question to investigate and must work out how to break this down further themselves.</p>
	<p><b>Learning from the Holocaust:</b> Ask children to work in small groups to discuss the questions on the <a href="#">Lesson Presentation</a>. Feedback group responses and list some of the values children have identified as important, e.g. to be tolerant not prejudiced, etc. Discuss how the children could apply these values to situations in their own lives. Make a class list of the five most important values for the children to refer to.</p>	
	<p><b>Lessons to Live By:</b> Children create their own poster using the <a href="#">Lessons to Live By Poster Activity Sheet</a> to promote one of the five values they have identified as important. <b>Look for children who are able to draw on their learning in the lesson and recognise key values to promote. Can they do this in a creative way and make links to situations in their own lives?</b></p>	

## Taskit

**Readit:** Can you complete The Secret Annex Reading Activity based on Anne Frank's diary?

**Creatit:** To help them come to terms with what had happened some Jewish war survivors created artwork to represent aspects of their experience. Can you create a piece of artwork to represent an aspect of the Holocaust or create a collage of Holocaust-related images?