

Outline Lesson Plan based on the HMD activity board (Secondary)

Aim: To explore parallel worlds in Nazi dominated Europe.

Starter: Getting To The Top, a board activity.

Students work in groups of 4 to 6. Give each group an HMD activity board (you can photocopy the original or download them from www.hmd.org.uk) dice and a sealed envelope which should contain the "Congratulations?" list provided with the board activity. Each student should also have a blank sheet of paper, a pencil and a counter to move around the board.

Students take it in turns to shake the dice and move around the board. When an individual lands on a square they read the comment aloud and follow any movement instructions given on the square. Not all squares have instructions. Students should note the squares they land on and the situations described. The first person to reach the final square should open the envelope. This contains a numbered list which matches the squares on the activity board. It outlines what was happening to other people when the characters portrayed in the activity were trying to "get to the top." The "winner(s)" should read the "Congratulations?" statement to the group then s/he should hand the envelope to another member of the group. The "winner" tells the class which squares they landed on to reach the top and the second group member reads out the parallel statement.

Exploring the issues

Explain to the class that the activity wasn't a game. It was something far more serious because comments on the activity board refer to real life situations in Europe during the Nazi era. Some people were able to lead reasonably comfortable lives and do well for themselves whilst other members of their community were suffering due to Nazi hatred and the indifference of many in their neighbourhood. Talk together about the parallel worlds and decide whether people trying to "get to the top" would have been aware of the suffering of the others living in their town or village. Explain that the comments on the squares are linked to the Holocaust.

Students may have learned about the Holocaust in other subject areas and they could tell you what they know from previous studies.

If they have no knowledge you will find a brief summary on the HMD website.

The Holocaust shocked and changed the world. Historians and psychologists try to explain how it happened, though they don't all agree with each other. In recent times there has been much discussion on how much ordinary people knew about the sinister work of the Nazis.

Individual work

Encourage individual students to conduct enquiries and explore the responses of ordinary people to Holocaust related events. Tell them that historians often divide people living at the time of the Holocaust into four groups.

Perpetrators or those who were directly involved in atrocities.

Victims who suffered.

Bystanders who were not directly involved but may have known what was happening.

Rescuers who did something to help those who were targeted by the Nazis and their supporters.

Explain the activity focussed on Bystanders.

SECONDARY LESSON PLAN

Ask three questions:

Were the bystanders innocent, knowing nothing about what was going on?

Did they know what was happening but do nothing because they were scared?

Did they use the misfortune of others to make their own lives more comfortable?

Students should examine the comments on their own squares and the parallel statements and find out more about the events linked with each square.

Using the results of the research

Imagine you had to write a TV documentary about bystanders, using some of the actions listed on the board, the parallel statements and your own research. Which three situations would you select to give the clearest picture of what you believe ordinary people did? Why are they the best examples? Produce a story board for your documentary. Share your ideas with the class.

Standing Up To Hatred

The coloured squares are linked to the HMD09 case studies. These illustrate that some people did not want to be bystanders and do nothing to challenge Nazi hate crime. Some people chose to **Stand up to Hatred**.

Divide into groups, select a case study and work through the linked activities. You are advised to read the case studies and select the ones most suitable for the age and ability of your own students.

Try some of the additional creative and cross-curricular ideas, for student led projects, from our website www.hmd.org.uk