

Outline Lesson Plan- Secondary (KS4/Age 14-16)

Aim: To focus on the rights we take for granted in modern society

To discover how the rights of Holocaust victims were systematically taken away.

To consider what responsibilities should be placed on us as human beings

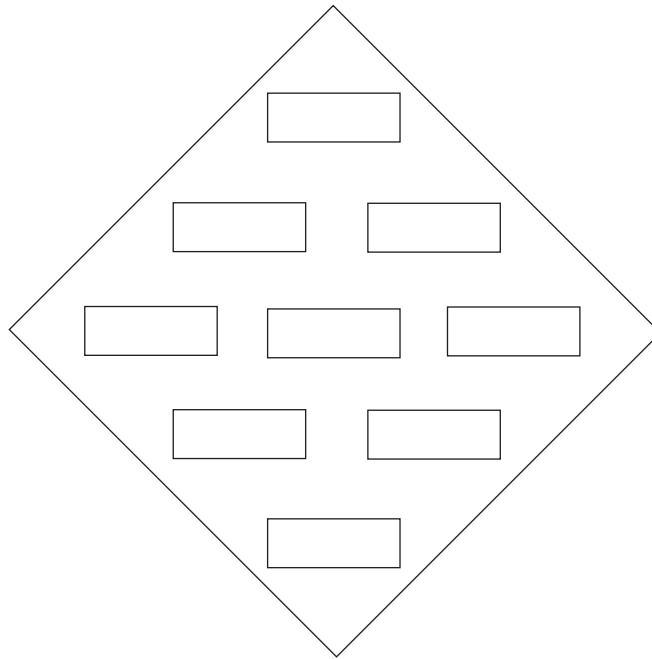
Starter:

Suggest that students work in groups of four. Each group is given twenty 'rights' cards, four blank cards and a diamond template (you can find these at the end of this lesson plan).

Groups should discuss the rights on the cards and attempt to rank them in "essential" order on the diamond template with the most basic right at the top of the diamond. If the group feels that the rights on the cards are not the most important or that something is missing then they may write the missing right on a blank card but they cannot invent more than four new rights. The group should be prepared to give reasons for the rights they have chosen.

'Rights' cards

A home	Clean water	Access to medical services	Freedom of speech
A family	The right to choose a partner	Places to play	A place to be buried after death
A good education	Access to world news	Equal opportunities	A good career (profession, job)
Freedom to travel	A university education	Friends	Enough food
Freedom to believe or not believe in God	The right to own property	Access to entertainment	The chance to go to school



Class discussion

Ask each group to share their diamond ranking with the rest of the class - there are no correct or incorrect answers. They should explain why they think these rights are important. Groups presenting new rights should say what they are and why they think they are important. Do some rights appear on all diamonds or are some left out? When new cards were written did any groups write similar things?

Are there some rights which we take for granted?

Tell the groups to look at their diamonds again. Now they must take all the rights away except for three.

Group work

Each group must select only three rights. One member of the group should take no part in the selection but should try to record the reasons the others give for their decisions.

When the group has made its final selection ask them to put the three rights into an envelope.

Class discussion

Take the envelopes in. Ask the recorders from each group to take an envelope produced by another group. One by one open the envelopes. The recorders write the three rights on the board in red. Alongside this, in another colour, they may choose one other right from the original list. Ask them to explain why they have chosen this.

If they only had these four rights how do they think their lives might change?

Explain to the class that you have chosen to focus on these rights because they are linked to an event called the Holocaust. Tell them that between 1933 and 1945 the rights that most people take for granted were taken away from people who were considered "different" under the Nazi regime. Display the original rights on the white board. As you go through the changes which took place between 1933 and 1945 remove the right which has been lost.

Adolf Hitler, the leader of the Nazi party, became Chancellor of Germany in 1933.

In April 1933 the Nazis told the German people to stop buying things from Jewish shops and to stop being patients of Jewish doctors and dentists.

Next Jews were told that they could not work in professional occupations e.g. as a teacher, a dentist, a doctor or a lawyer.

In 1935 the Nuremberg laws were passed. The laws said that:

Jews were not allowed to have a sexual relationship with non-Jews.

Jews could not marry people who were not Jewish.

Next, Jews could not use public places, swimming pools, play grounds, theatres, cinemas and restaurants.

Then Jewish children were not allowed to go to school.

Jews had to make a list of all the valuables they owned and give the list to Nazi officials.

The Nazis treated other groups harshly too.

They sterilised disabled people so that they could not have children.

They used euthanasia to murder people they thought were not perfect.

They persecuted Gay men through imprisonment, forced labour, sterilisation and, in some cases, death.

In 1939, after invading Poland, the Nazis now had even more people under their control.

They made Jews live in ghettos (small parts of towns.) They told them they could only go out at certain times of the day. This made it very difficult to go shopping and take part in other normal activities. Jews had to give up their homes to move into the ghetto.

Then the ghettos were sealed and Jews could not leave them at all.

The ghettos were overcrowded. People had to share houses and rooms with people they did not know. Many of the houses had no running water and because the ghetto was so crowded and people were not allowed to come in or out food became very scarce. In the winter fuel ran out.

The Nazis began to deport Jews to labour camps, where they were used as slave labour either in the camp or at factories close to the camps.

Then Jews were killed. Many were shot and buried in mass graves but most were sent, in cattle trucks, to death camps where they were gassed in specially constructed death chambers. Their bodies were cremated.

Ask the class to look at the list of rights. How many are left?

Individual work.

Use the letters contained in the HMD08 Education Pack. There are questions for discussion with each letter but to end this lesson students could work through the following questions linked with human rights.

lolo's letter.

This letter tells how a soldier felt when he entered a concentration camp at the end of the war.

What shocked lolo so much when he entered the camp?

What made lolo angry? Give an example.

What evidence is there in the letter that lolo felt other emotions as well as anger?

What do we learn about soldiers and the tasks they have to do from lolo's letter?

Many people claim that if we want to enjoy rights in society we should also accept responsibilities. In the final paragraph of his letter lolo explains his wish for the future. What is this wish and how do you think it could be linked with human rights?

Nellie's letter

Nellie writes about her favourite brother and how he died.

Where does Nellie's family live? Do you think all people who live here enjoy the same rights as everyone else?

Nellie describes what is good about growing up in a traveller family. What evidence can you find in the letter which indicates that sometimes life is made difficult for traveller families?

What rights were lost as the story of Nellie's brother unfolds? How many people in the story can you identify who played a part in taking some of those rights away? Try to give reasons for your suggestions.

The city where Nellie and her family live is hosting this year's national event for Holocaust Memorial Day. If you were planning a programme of words, music or drama to take place on the main stage what would your final item be and what message would you want it to send to the people of the U.K about our responsibilities to each other?

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