



## Speak Up, Speak Out

History – Key Stage 3

### What can we learn for today?

Holocaust Memorial Day provides an opportunity for everyone to learn lessons from the Holocaust, Nazi persecution and genocides that have happened since.

On Holocaust Memorial Day we share the memory of the millions who have been murdered in the Holocaust and subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

**Aims:** This lesson explores those individuals in historical events who decided to speak up for others when most around them remained silent.

**NB:** Students will need to know about the Holocaust before this lesson.

### Outcomes:

- students will use historical case studies
- students will develop historical knowledge about events and specific actions of individuals
- students will examine how actions in the past can influence an understanding of that era

### Resources:

- case studies of [Pierre Seel](#), [Steven Frank](#), [The White Rose](#) and [Janusz Korczak](#)
- [the poster](#) of the Pastor Martin Niemoller poem, [First they came...](#)

**Please ensure all lesson plans and case study materials are suitable for your students prior to the lesson. The content of some case studies may upset some pupils.**

### Stage 1

Introduce the pupils to the lesson about the Holocaust and explain that they are going to learn about individuals who stand out by their actions.



Write on the board the following three words and ask pupils to brainstorm what they mean in the context of the Holocaust and who might fall into these three categories.

Perpetrator

Bystander

Victims

Ask pupils if they think that other people that lived during the Holocaust might have been in another group?

## Stage 2

Ask pupils if they have heard of resistance and what it means. Explain that not all resistance is about using weapons.

Ask pupils to work in groups and give each group the **case studies** of Stephen Frank, The White Rose and Janusz Korczak.

Ask pupils to identify what the key acts of resistance were in each of the stories; what pressures did those who spoke up experience and how did their actions have an influence on others and their society? What worked well and what didn't?

Ask pupils to report back their findings to the class.

**NB:** in all of the case studies more than one person tried to resist eg (a) Leonard Frank and his friends wrote the letter; (b) The Scholls, The White Rose Group and those they inspired; (c) Janusz Korczak and those who were prepared to risk their life to save him.

## Stage 3

Explain that at the time of the Holocaust it was very risky to speak out and according to the case studies some were killed for doing so. They knew speaking out was a risk, yet they still did it.

Ask pupils to brainstorm other forms of resistance that took place during the Holocaust and then find examples of that resistance **OR** using the following list, ask pupils to explain how they think these forms of resistance might have been apparent during the Holocaust.

- keeping their dignity
- keeping religious practices
- hiding people
- writing a diary

If the Holocaust were to take place in 2012, how may these acts of resistance take place instead?

Ask pupils to discuss or reflect on how these actions affect their understanding of the Holocaust and what impact knowing about the individuals in the case studies has on remembering those events.

**Extended work or home work:**

Find out about other people that spoke up against the Nazis and Nazi persecution.

It is hoped that discussions that arise as a consequence of these lesson plans may address some of the following areas of the History unit of the National Curriculum – taken from <http://curriculum.qcda.gov.uk/>

**Chronological understanding**

- understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.
- developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.

**Cultural, ethnic and religious diversity**

- understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

**Cause and consequence**

- analysing and explaining the reasons for, and results of, historical events, situations and changes.

**Significance**

- considering the significance of events, people and developments in their historical context and in the present day