



# Lesson Plan

## Holocaust Unit

### Perpetrator

#### Curriculum for Excellence Experience & Outcomes:

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

**HWB 3-04a / HWB 4-04a**

Teaching & Learning	Suggested Time
<p>Introduce class to the topic with an informal discussion:</p> <ol style="list-style-type: none"> <li>1. Why focus on perpetrators of prejudice –aren't victims more important?</li> <li>2. How do perpetrators relate to the Holocaust?</li> </ol> <p>(See <i>Teacher Notes [TN]</i> for Discussion Guidance <i>[DG]</i>)</p>	<p><b>5 minutes</b></p>
<p><b>Section 1. Who are perpetrators?</b></p> <p>Split the classroom into two, and assign the following statements to each side:</p> <ul style="list-style-type: none"> <li>• The Nazis were monsters.</li> <li>• The Nazis were people.</li> </ul> <p>Ask students to choose a side they agree with by voting with their feet.</p> <p>Ask a selection of students from both sides to explain their choice.</p> <p>Split the class into four groups &amp; distribute <i>Resources A, B, C &amp; D</i>.</p> <p>Ask groups to examine their testimony &amp; make a short presentation on the individual, ending it by deciding if they are a victim or a perpetrator. After each presentation, ask the class if they agree.</p> <p>Once all groups have presented, reveal the identities behind the testimonies.</p> <p>Instigate a whole Class Discussion (See <i>slide 2 &amp; [TN]</i> for <i>[DG]</i>):</p> <ol style="list-style-type: none"> <li>1. Did you expect the perpetrators &amp; victims to have similarities? Why?</li> <li>2. What does this tell us about the perpetrators &amp; the victims?</li> </ol>	<p><b>20 minutes</b></p>

Teaching & Learning	Suggested Time
<p><b>Section 2. The crimes of perpetrators.</b> Use <i>Resource E</i> (See [TN]) to explain historical context to class. Then show the class <i>Slide 3</i>.</p> <p><b>Section 3. Being a Perpetrator.</b> Select a student to read out <i>Slide 4</i> to the class.</p> <p>Split the class into equal groups as ask them to discuss the following questions (See <i>slide 5</i> &amp; [TN] for [DG]):</p> <ol style="list-style-type: none"> <li>1. How was it that 'ordinary men' were able to behave in such an extraordinary way?</li> <li>2. Do you think they were/are responsible for their own actions?</li> <li>3. Why did some men refuse to shoot/stop shooting whilst others continued to kill?</li> <li>4. If these are 'ordinary men' and we are 'ordinary people' then does it follow that we are capable of cruelty?</li> </ol> <p><b>Section 4. How do we become 'ordinary men'?</b> Give a copy of <i>Resource F</i> to each group (of 4 students or less). Ask the students to fill it in, demonstrating how prejudice progresses from smaller acts of cruelty to monstrous acts.</p> <p>If there is the time, ask the groups to the present their charts to the class.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>

