



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"> 1. Why focus on perpetrators of prejudice –aren't victims more important? 2. How do perpetrators relate to the Holocaust? <p>(See <i>Teacher Notes [TN]</i> for Discussion Guidance [DG])</p>	<p>5 minutes</p>
<p>Section 1. Who are perpetrators?</p> <p>Split the classroom into two, and assign the following statements to each side:</p> <ul style="list-style-type: none"> • The Nazis were monsters. • The Nazis were people. <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 & distribute <i>Resources A, B, C & D</i>.</p> <p>Ask groups to examine their testimony & 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 & [TN]</i> for [DG]):</p> <ol style="list-style-type: none"> 1. Did you expect the perpetrators & victims to have similarities? Why? 2. What does this tell us about the perpetrators & the victims? 	<p>20 minutes</p>

Teaching & Learning	Suggested Time
<p>Section 2. The crimes of perpetrators. Use <i>Resource E</i> (See [TN]) to explain historical context to class. Then show the class <i>Slide 3</i>.</p> <p>Section 3. Being a Perpetrator. 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> & [TN] for [DG]):</p> <ol style="list-style-type: none"> 1. How was it that 'ordinary men' were able to behave in such an extraordinary way? 2. Do you think they were/are responsible for their own actions? 3. Why did some men refuse to shoot/stop shooting whilst others continued to kill? 4. If these are 'ordinary men' and we are 'ordinary people' then does it follow that we are capable of cruelty? <p>Section 4. How do we become 'ordinary men'? 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>

