**Title: World War Two Resistance**

**Introduction to lessons**

This series of lessons examines the success of non-violent resistance to Nazi occupation in Denmark and the anti-Jewish laws in Germany during World War Two. The lessons use original accounts and documents from the period which are brought to life through drama and other creative activities. Learners take part in P4C discussions in role and as themselves. The Pillars of Support are used to identify support for the Nazi regime and how it was undermined.

**Curriculum links:** RSHE, Citizenship, RE, History, Geography, Art and design, Expressive arts, English, Religious Education

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To understand the impact of Nazi occupation and the anti-Jewish decrees during WW2.
* To understand that there was successful non-violent resistance to both the occupation and the anti-Jewish decrees.
* To explore the concepts of ‘law’, ‘obedience’ and ‘risk’.
* To reinforce understanding of the concepts of ‘violence’ and ‘non-violence’.

**Concepts:**

Risk

Choice

Obedience

Law

Authority

Non-cooperation

Violence

Non-violence

Love

Courage

**Key vocabulary:**

Strike

Occupation

Non-cooperation

**Resources**

PowerPoint

Resource Sheet 36: Questions and individual maps for each group

Resource Sheet 37: Role-play cards

Resource Sheet 38: Account by Fred Galliene of invasion of Guernsey.

Resource Sheet 39: Document of Nazi Anti-Jewish Decrees

<https://www.bl.uk/learning/histcitizen/voices/info/decrees/decrees.html>

Extracts of ‘A Force more Powerful’ Part 2 (see RESOURCE SHEET 40: film prompt sheet for which parts to show)

<https://www.youtube.com/watch?v=mD5xKALhnxg>

Resource Sheet 41: Cut up hand-out of 10 commandments and a scale

High risk …Low risk

Resource Sheet 16: Pillars of support diagram

Resource Sheet 42: Rosenstrasse storyboard with two illustrations and two blank boxes.

Scale ‘Violent…non-violent’ and ‘Most successful…Least successful’

**a. Starter activity**

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| **Activity** | Time |
| 1. Argument in role (in preparation for P4C in role)  Two rows of learners facing each other so each of them has a partner.  Offer a question e.g. ‘Who would make a better doctor?’ Allocate roles to each side – one side are cats the other are frogs. The learners take turns to justify to each other why they would be a better doctor.  Ask learners for their suggestions of 2 animals and a job. | 15 mins. |

**b. Main activities**

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| **Activity Lesson 1: Resistance to Nazi Invasion and Occupation in World War 2** | **Time** |
| 1. Show learners a large map of Europe with Germany, Italy, Britain, Denmark, Poland and France represented in different colours (PowerPoint).  Divide class into six groups and give one country per group (RS36)  Explore and answer questions, e.g. Is your country large/small? How far away is it from Germany? What countries do you border? | 15 mins. |
| 2. Give out role-play cards (RS 37) with information about each country in March 1940 (just before invasion of Denmark in April 1940) for groups to prepare for role-play. | 15 mins. |
| 3. Explore question in role using a P4C enquiry approach (with discussion rules and using 4 Cs of thinking) ‘Should the Axis powers be in control of Europe?’ | 30 mins. |

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| **Activity Lesson 2: Resistance to Nazi Invasion and Occupation in World War 2** | **Time** |
| 1. Play wireless announcement (on PowerPoint) telling everyone (now out of country role) that they have been invaded/occupied). Ask them to imagine their response and role-play in family groups hearing the news and how they react.  Create a freeze frame of part of the scenario.  Two groups at a time show freeze frames and other learners take turns to thought track the individuals in the freeze frame asking them questions such as ‘Who are you?’ ‘What are you doing?’ ‘How do you feel?’ ‘What are you thinking?’ | 30 mins. |
| 2. As whole class, brainstorm ideas of what they think might happen when a country has been occupied. | 10 mins. |
| 3. Read the account of the German invasion of Guernsey by a man who was eight years old at the time (RS38 and PowerPoint).  Learners write their own imaginative diary accounts in 1st person singular. (This part of the lesson could be conducted in a separate English lesson – see suggestion for this under ‘teachers’ evaluations’ below.) | 20 mins. |

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| **Activity Lesson 3: Danish Resistance to Nazi Occupation** | **Time** |
| 1. Provide Nazi Anti-Jewish Decrees (RS39) and present dilemma – what are we going to do? Share ideas on what we could do to resist the occupation. | 10 mins. |
| 2. Introduce what actually happened in Denmark (Film of actor playing Arne Sejr on PowerPoint; 10 Commandments from Sejr on PowerPoint) | 10 mins. |
| 3. Show extracts of ‘A Force more Powerful’ Part 2 (see RS40: film prompt sheet, for which parts to show)  <https://www.youtube.com/watch?v=mD5xKALhnxg> | 10 mins. |
| 4. RS41: 10 commandments from Arne Sejr  Place the commandments on a level of risk scale and discuss which would be the most risky for citizens to undertake.  More risky…Less risky. | 30 mins. |

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| **Activity Lesson 4: P4C Enquiry on concept of ‘law’ and who is in charge** | **Time** |
| 1. Remind the learners of the Nazi anti-Jewish decrees and the 10 commandments from Danish resistors.  Pose the question: Who should make the laws and should they always be obeyed?  Use this to start a discussion which could lead to learners coming up with their own philosophical questions. | I hour |

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| **Activity Lesson 5: Resistance by German women to Anti-Jewish laws** | **Time** |
| 1. Provide Nazi Anti-Jewish Decrees (RS39).  Ask the learners to pick 5 they think are the worst and justify their choice. | 10 mins. |
| 2.Tell the beginning of the Rosenstrasse story (first 2 slides of PowerPoint). | 3 mins. |
| 3. In pairs look at the illustrations of the women and men on a storyboard (RS42) and discuss: What do you think should happen next? Learners draw the next images.  Share ideas of how they have completed their storyboards. | 15 mins. |
| 4. As a class: Is your action violent or non-violent?  Put storyboard actions on a scale:  Violent ------------------------------ Non-violent  Decide possible levels of success. Then choose which storyboard would be most successful.  Most successful…………….Least successful  Reveal rest of the story. | 30 mins. |

**c. Reflection / evaluation**

Analyse the pillars of support (RS16) for the Nazi regime and how these were undermined by Rosenstrasse women and Danish resistance.

**d. Suggested follow-up activities**

Create a piece of abstract art using the Holocaust flame and concepts picked out from the learning. (PowerPoint theme from Holocaust Memorial)

Follow on lesson – The White Rose Movement, German resistance to the Nazis.