

‘After the War’ History lesson 2: How were Jewish people in Poland affected by the outbreak of the Second World War?

Ghettos and ghetto conditions

<p>Lesson objective: To secure knowledge and understanding of Nazi antisemitism. To secure knowledge and understanding of ghettos; what they were, why they were established and what ghetto conditions were like.</p>	
<p>Starter / Stimuli: photographs</p>	<p>Use the photographs in slides 3 & 4 as stimuli. Discuss student responses to these photographs as a class. Encourage students to respond to the following questions: ‘What can you see? Who is in the photographs? What are they doing? What can we infer from these photographs about the German invasion of Poland? What questions do you have?*</p> <p>(slide 5)</p> <p>*Throughout the lesson encourage student enquiry. It is likely that students will have lots of questions as they work through this lesson / these lessons: ‘What questions do you have?’ These can be shared with the class as they progress through the lesson and / or recorded to return to and reflect upon at the end of the lesson/s. Reassure students that these questions will be explored and revisited and that they are going to find out more about how Jewish people were affected by the outbreak of the Second World War.</p>
<p>Extract from ‘After the War’</p>	<p>This extract (slide 6) contains Yossi’s memories of Germany’s invasion of Poland and the outbreak of the Second World War. Students could read this independently or as a class. Encourage students to answer the following questions (slide 7): ‘What can we infer from this extract about the German invasion of Poland? What questions do you have?*</p>
<p>Stimuli: photograph, map and extracts from ‘After the War’</p>	<p>In groups students should consider the map, the photograph and the extracts from the novel ‘After the War’ (slides 8 – 11). The extracts from the novel contain Yossi’s memories of the immediate period following the German invasion and occupation of Poland. As students look at this material and read through the extracts, encourage them to consider the following questions (slide 12): ‘What can we infer from these materials about what happened to Jewish people in Poland after the German invasion? What can we infer from these materials about ghettos? What questions do you have?*</p>
<p>Organising emerging knowledge</p>	<p>The photographs and the map in this lesson all relate to the Polish town of Piotrkow (see map). Share with your students that the Piotrkow ghetto was the first of thousands of ghettos that the Nazis set up across occupied Poland. It was established in October 1939. A number of ‘The Boys’ and their families were imprisoned in the Piotrkow ghetto. Students are beginning to gain knowledge about what ghettos were and what conditions were like in them. Encourage students to write down a list of key words about ghettos. This can be added to as knowledge and understanding increases throughout the lesson.</p>

<p>Testimony of 'The Boys'</p>	<p>Testimony is a spoken or written statement describing an event or experience. Here students will use a selection of short written testimony from 'The Boys', the child Holocaust survivors upon whom the central characters in the novel 'After the War' were based upon (slides 13 - 16).</p> <p>Students could work through the testimonies in small groups, each student reporting back upon one of the testimonies. As they work through them students should be encouraged to answer the following (slide 17): What can we learn from this testimony about what conditions were like in the ghettos? Write a list of the difficulties that 'The Boys' faced in these conditions. What questions do you still have?</p>
<p>Historical context: context card 2 'The outbreak of the Second World War.'</p>	<p>Share context card 2: 'The outbreak of the Second World War.' with your students. This can be read together as a class or independently. Student should write or discuss their responses to the following questions (slide 18):</p> <ol style="list-style-type: none"> 1. What did the Nazis wrongly believe about Jewish people? 2. What were ghettos and why were they set up? 3. What were conditions like in the ghettos? <p>It is important that students understand Nazi antisemitism and how it differed from the historic anti-Judaism that they learnt about in lesson 1. There are useful resources here for teachers and students: https://www.holocausteducation.org.uk/teacher-resources/teacher-guidance-understanding-holocaust-textbook/chapter-1-guidance/chapter-12-prejudice-jews/</p>
<p>Applying knowledge and understanding</p>	<p>Drawing upon all of the knowledge and understanding gained throughout the lesson students should write a paragraph in response to the following questions (slide 18) :</p> <p>What were ghettos and what were ghetto conditions like? What difficulties would 'The Boys' have faced in the ghettos?</p>