

Subject Spotlight Lesson Plan

Title of Session	Subject Spotlight: History - Should Auschwitz have been bombed?
Description:	My workshop is designed to introduce students to an engaging and relevant debate from period of World War Two and The Holocaust. The session will start by asking students to recall prior knowledge about the Holocaust. Background information will be provided to equip students with context. The main activities will explore arguments for and against the Allies (Britain/USA) bombing Auschwitz in 1944. Students will have an opportunity to debate key points and to reach their own conclusions, using information from historians. The session will close by considering the relevance of this debate in modern society.

Duration of session:	~60 mins	Target Audience:	Y10/11/12/13
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Regional Progression Framework - Learning Outcomes:
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
Gatsby Benchmarks:
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0.00 – 4.32	<p>Introduction</p> <p>Starter:</p> <ul style="list-style-type: none"> In pairs, students will use the visual image from slide 2, to write a list of bullet points or key words they associate with the Holocaust and/or Auschwitz. 	<p>Pause video at 4.32. Students should be given a few minutes to discuss and write a list in pairs. Teacher may wish to ask for feedback from individual pairs and ask for 'hands up' to see if other pairs had the same point/s on their list.</p>	Lined and plain paper
4.32 - 30.43	<p>Background to the Holocaust and Auschwitz-Birkenau.</p>	<p>Pause video at 14.12 for students to discuss the chart shown in the video.</p>	Lined and plain paper
30.43 - 33.58	<p>Should Auschwitz have been bombed in 1944?</p> <ul style="list-style-type: none"> Students should each receive a handout of the information boxes from slide 12. These are arguments in favour and against the bombing of Auschwitz in 1944. In pairs, using two colours, students should categorise each box appropriately. In pairs, person one should then summarise an argument IN FAVOUR of the bombing, and person two should do the same for arguments AGAINST. Following time for writing time, each student should share their summary with their partner. 	<p>Pause video at 31.46. Teachers should give each pair around 5 minutes to categorise the information boxes. Then play video for next part of the task.</p> <p>Pause video at 33.52. Allow time for each individual to summarise three main reasons for ONE of the arguments. Then give time for each pair to share their summary with their partner. Feedback as a class if there is time.</p>	<p>Print out sheets of the information boxes</p> <p>Lined and plain paper.</p>
33.58 - 40.47	<p>Historian's Interpretations</p> <ul style="list-style-type: none"> Individually or in pairs, students should read and compare the three interpretations and answer the questions (3-4 are most important for answering the key objectives). The whole class should be asked to vote on question 4. 	<p>The key theme to explore is the different approaches taken by Rubinstein and Berenbaum. If time is short, omit the Hayes quote and students should concentrate on questions 3 and 4. Teachers should ask students to vote on question 4, giving their considered view having considered the evidence.</p>	<p>Historians interpretations sheets</p> <p>Lined and plain paper.</p>
5 minutes	<p>Reflection</p> <ul style="list-style-type: none"> On a post it note, students should record one or two ideas why this issue/ topic is still relevant today. This can take moral, political or social forms. Depending on the class context, students could bring their post it note and stick on the board/wall at the front of the room. 	<p>Teachers should encourage students to consider why this debate matters today and provide hints eg. the Bystander issue to help them complete at least 2 points on their post it note. It may be effective to allow students to stick their post it notes at the front of the room as a visual review of their learning and its contemporary applications.</p>	Post it notes.

Overview of all resources:	
Video	
Teacher Guidance sheet	
Information boxes for 'Should Auschwitz have been bombed?' activity	
Historian's interpretations sheet	