

Catch up work – LC3 - year 9 – prejudice and discrimination.

1. Write a definition of prejudice.
2. Write a definition of discrimination.
3. What is the difference between prejudice and discrimination?
4. Give your own example of prejudice.
5. Give your own example of discrimination.
6. Is the following an example of prejudice or discrimination and why?
Jane has always been a bit of a tomboy but recently Corey and his friends have been calling her names and saying that she is gay.

Is this PREJUDICE or DISCRIMINATION?

This learning cycle, we are going to study one example of how prejudice leads to discrimination: the Holocaust.

Extension – Research the holocaust and write down some examples of the prejudice and discrimination shown.



Catch up work - LC3 - year 9 - wasted lives.

Log into planet e-stream wand type in 'wasted lives' watch the video and complete the worksheet below.

Prejudice means

Genocide means

Where/what?	When?	Who by?	Victims?	How?	How many?
Armenia					
The holocaust					
Rwanda					

Why does genocide happen?

Why does it take so long for the international community to respond?

Can genocide be predicted?

Catch up work – LC3 - year 9 – ordinary things.

1) Write your thoughts on the reflection and enquiry question below next to the image.

What questions do you have about the provenance (origin) of the shoe and the shoe itself?

What can be said about the owner of the shoe?

Annotate any ideas you had around the image.



- A small child
- Gender – we cannot be sure, but most will guess it is a boy's shoe
- 'He' lived a long time ago

2) Log into planet e-stream and type 'The Way We Lived'.

As you watch it, write down all the ways in which the lives depicted in the film are similar to your own.

Catch up work – LC3 - year 9 – unlocking antisemitism.

- 1) Log into planet e-stream and type in 'Roots of antisemitism' watch the video and consider the information being presented to you. When you have watched the video Summarise what you believe the two most significant underlying causes of anti-Jewish behaviour to be.

- 2) Go to the following website <https://www.ushmm.org/antisemitism/what-is-antisemitism/antisemitism-today> and reflect on the impact and issues of antisemitism today.

- 3) Does it surprise you that antisemitism still occurs today? What do you think can be done to prevent this?

Catch up work – LC3 - year 9 – faith in terrible circumstance.

- 1) Research what the living conditions were like in the ghettos for the Jewish people, write a few of your findings below:

- 2) Why might religious Jews question their faith, once they were living in the ghettos?

- 3) Despite the terrible living conditions, many religious Jews kept their faith while they were living in the ghettos. Why do you think this is?

- 4) Do you think faith in God may have helped some people to survive the terrible circumstance they were in?

Catch up work – LC3 - year 9 – faith and the camps.

- 1) Why do you think some people were able to hold onto their faith in the camps? What did they gain from this?
- 2) Log into planet e-stream and type in 'The children of the holocaust NEW' watch the short film about Arek Hersh's experiences (Children of the Holocaust (animated), from 30:23 until the end.
What do you think he might say about having faith in the camps? Why do you think this?



- 3) Do you think you would manage to hold onto faith in God in similar circumstances?
Would it help you to survive or would it be too difficult to maintain faith?

Catch up work – LC3 - year 9 – the problem of evil and suffering.

1) Define the following terminology:

Omnipotence –

Omnibenevolence –

Omniscience –

Natural evil –

Moral evil –

2) What problems might suffering cause for belief in Gods omnipotence, omnibenevolence and omniscience?

3) How can the concept of **free will** help people to believe that there is a God, in spite of moral evil?

Catch up work – LC3 - year 9 – assessment.

**List 3 reasons
why religious
Jews kept their
faith in the
ghettos**

**List 3 reasons
why religious
Jews kept their
faith in the
camps**

**List 3 reasons
why religious
Jews lost their
faith in the
camps**

Define genocide

**Define
discrimination**

Define prejudice

‘The Holocaust proves that there is no God.’

Do you agree? Write an essay on this topic, exploring points for and against the statement.

Catch up work – LC3 - year 9 – Ordinary people.

- 1) Write a list of characteristics that the perpetrators of the Holocaust probably had.
These are the people who cleared Jews out of the ghettos and sent them to work and death camps, who shot them, who informed on them, who guarded the camps, who locked them in gas chambers and so forth.

- 2) Why would ordinary men commit such immoral acts? Research social conformity and conformity towards authority figures?

- 3) What does this tell us about moral relativism?
Do people always stick to their beliefs, even when that makes them different?
Why is this a problem for moral relativism?
Would it also be a problem for moral absolutism? Why? Why not?

Catch up work - LC3 - year 9 - survivors, memories of the past.

Log into planet e-stream and type in 'Survivors Memories of the Past - Lessons for the Future

Complete the table below:

Name	What happened to them?	Key memories?	How do they feel now?
Arek Hersh			
Kitty Hart-Moxon			
Lisa Vincent			

Reflection task:

1. Which survivors story stands out to you the most and why?
2. If you could ask them one question, what would it be?
3. What have you personally taken away/learnt from this unit of work?

Catch up work – LC3 - year 9 – Maximillian Kolbe.

1) Who was Maximillian Kolbe?

2) Why did he end up in Auschwitz?

3) Who was Franciszek Gajowniczek and what did Kolbe do for him?

4) Log into planet e-stream and type in 'The saint of Auschwitz' watch the video and answer the following question:
Why do you think people are still inspired by Kolbe today?



Catch up work – LC3 - year 9 – The Windermere children.

Log into planet e-stream and type in 'The Windermere children' watch the video and answer the following questions:

- 1) *Who were the Windermere Children?*
- 2) *Describe the conditions that the Windermere children had experienced during the Holocaust.*
- 3) *What were the conditions like for the children when they arrived in Windermere?*
- 4) *How were these different to what they had been experiencing?*
- 5) *Describe how they reacted to them when they saw the accommodation.*
- 6) *What happened at breakfast when the food was put on to the tables?*
- 7) *What problems do you think the children faced when they arrived at Windermere?*
- 8) *What happened to the children after Windermere? Give some examples that we saw.*

