



THE DIARY OF ANNE FRANK

A 5 PART DRAMA FOR THE BBC
RESOURCES FROM THE ANNE FRANK TRUST



EPISODE 3

HISTORY & ENGLISH

KS2 / P7

LEARNING OBJECTIVES



To understand the terms **scapegoat** and **propaganda**.

To participate in a discussion and demonstrate opinions on a topic.

Watch Episode Three and pay attention to the celebration of Hanukkah.

INTRODUCTION

This lesson will focus on the Jewish faith.

Draw attention to the previous episode where Mr Dussel is praying. What was he wearing? What language was he speaking in?

Also draw attention to the yellow Star of David worn by the Franks in episode one.

MAIN BODY

After losing World War I, Germany was forced to pay reparations (in money and land) to countries they had damaged during the fighting. This led to a massive economic depression in the country. Jewish people were traditionally a target for blame and this tendency became even stronger at this time. The Jews were used as a scapegoat and propaganda was used to target them. (See examples of the propaganda.)

The class should define the meaning of **scapegoat** and **propaganda**.

Can we think of examples of groups of people who are treated this way in our society?

- Asylum seekers, refugees and other immigrants are often targeted as scapegoats for problems in the UK today. 'Hoodies' are targeted as scapegoats for violence and anti social behaviour on our streets.
- Some websites and organisations sometimes publish propaganda influencing people against such groups.

ACTIVITY

In pairs, pupils should list all the sources they turn to when researching.

As a class discuss how reliable these resources are.

Who publishes them? Do they have an agenda? Where do we get facts from?

Extend this into a class discussion. Bring out the following points:

How can we ensure that the information we have is reliable? Should we use a variety of resources.

Are certain sources more reliable than others? How can we be more critical with the information we receive?

EXTENSION

Allow the class to sift through a selection of newspapers and cut out articles on a theme, such as immigration or anti social behaviour. Do they report the same thing or highlight different areas?

Create a display highlighting the discrepancies in the media.



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PLENARY

We know the atrocious end that many Jews met due to the treatment they suffered at the hands of the Nazis. What happened to the Jews eventually began with scapegoating and the manipulation of people's attitudes.

Consider our attitude to groups of people in the UK today.

How have those opinions been formed?

Do the class believe that by thinking more critically about how we source our information we can aim to get a complete picture and not be skewed by the agendas or opinions of others?

