



THE DIARY OF ANNE FRANK

A 5 PART DRAMA FOR THE BBC

RESOURCES FROM THE ANNE FRANK TRUST

Episode Three

History and English

KS3/S1

Learning Objectives

- 👉 To understand the terms scapegoat and propaganda.
- To participate in a discussion and demonstrate opinions on a topic.

Watch episode three of the BBC "The Diary Of Anne Frank"

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 Star of David worn in Episode one.

Main body

After losing World War I, Germany was forced to pay reparation (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 became even stronger at this time. The Jews were targeted as a scapegoat and propaganda was spread to target them.

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?

Whole Class Discussion

How can we ensure that the information we have is reliable?

Select a variety of resources.

Are certain sources more reliable than others?

How can we be more critical with the information we receive?



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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.

Plenary

We know the atrocious end that many Jews met due to the scapegoating they suffered at the hands of the Nazis. Can we consider our attitude to groups of people in the UK today? How have they been formed? By thinking more critically about how we source our information we can aim to get a fuller picture and not be skewed by the agendas of others.