

**PONTEFRACT**

ACADEMIES TRUST

**OUT OF LESSON WORK**

**TERM 1**

**RELIGIOUS STUDIES**

**YEAR 9**



**PONTEFRACT**

ACADEMIES TRUST

## Year 9 – Why is there suffering?

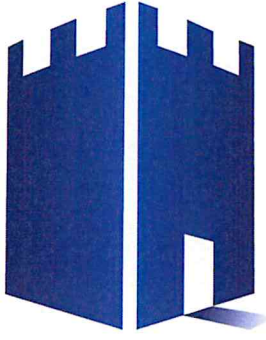
Lesson 1 – Suffering

Lesson 2 – Nazi Germany

Lesson 3 – Prejudice, Discrimination & the Holocaust

Lesson 4 – Anne Frank

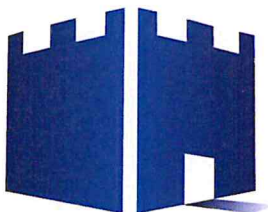
Lesson 5 – Modern Genocide



**PONTEFRACT**

ACADEMIES TRUST

# LESSON 1



**PONTEFRACT**

ACADEMIES TRUST

Planner

Please have your planner open on today's date

Date: 22 September 2020



Copy

## Why is there suffering?

### Learning Focus:

To understand why there is evil in the world

### Key Terms:

Omnipotent

Omnibenevolent

Natural / Moral Evil

### Learning Outcomes:

Identify different instances of evil

Describe why evil is a problem for religious people

Explain why some people believe that evil proves that God doesn't exist



## Different types of Suffering



We see pain and \_\_\_\_\_ all around us. Suffering can be caused by people which is called \_\_\_\_\_ evil. For example, in the Holocaust more than \_\_\_\_\_ Jews were killed during WWII.

A type of \_\_\_\_\_ evil was when a Tsunami killed more than \_\_\_\_\_ people in December 2004. Pain and suffering can cause people to \_\_\_\_\_ whether or not \_\_\_\_\_ exists.

Word Box:

Natural

Moral

250,000

God

Six Million

Suffering

Question

Challenge:

Write a detailed paragraph explaining the different types of suffering that there are.

Further Challenge:

Explain your opinion on evil and suffering; does it prove that God does not exist?

## The Free Will Defence:



When God made humans he did not want us to be like puppets on strings, only doing what he wanted.



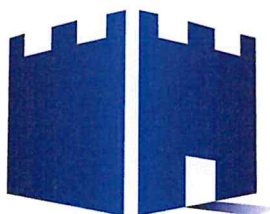
So instead he made humans to have a choice; to chose how we want to behave. Basically he wanted us to have the **FREEDOM** to be Good or Bad



**PONTEFRACT**


ACADEMIES TRUST

# LESSON 2



**PONTEFRACT**

ACADEMIES TRUST



**Planner** Please have your planner open on today's date **Date:**

↓

**Copy**


↓

**Do**

**Nazi Germany**

**On your whiteboard:**

1. What is moral evil?
2. What is natural evil?
3. What do atheists believe about evil and God?
4. What does prejudice mean?





**Learning Focus:**  
To understand what life in Nazi Germany was like

**Key Terms:**  
Holocaust      Anti-Semitism      Discrimination      Prejudice

**Learning Outcomes:**  
Identify what life in Nazi Germany was like for the Jews  
Describe prejudice and discrimination lead to the Holocaust  
Explain what the impact of anti-Semitism was for the Jews



**PONTEFRACT**  
ACADEMIES TRUST

What about this one?

## Sum it all up...

- Write two paragraphs explaining what you think you know about the owner of this shoe and his family. Alternatively, write a story about the owner of this shoe.

If you have writers block try this sentence starter...

- *“Closely examining the shoe I can tell that...I think this because...”*

Challenge: Think carefully and once you have finished write down the important information you don't know about the owner of the shoe.





### What does the word Holocaust mean?

- The word **Holocaust** originates from the Greek word ***holokausto***, meaning 'a burnt sacrifice offered to a god'.
- It is the name commonly applied to the **systematic extermination** of **six million Jews** by Nazi Germany during World War II.
- The term is also used more broadly to include the Nazis' systematic murder of millions of people in other groups.

Summarise this information in your own words.

Challenge: Can you think of any other groups targeted by Nazi Germany?

**"Terror is the best political weapon for nothing drives people harder than a fear of sudden death."**

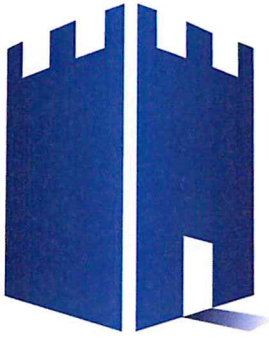
**- Adolf Hitler**

Hitler maintained his order across Germany based on terror.

*How do you think you would have felt if you lived in Nazi Germany?*

- *If you were German?*
- *If you were Jewish?*

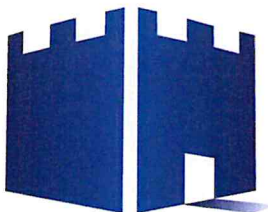




**PONTEFRACT**


ACADEMIES TRUST

# LESSON 3



**PONTEFRACT**

ACADEMIES TRUST



**Planner** Please have your planner open on today's date **Date:**

↓

**Copy**


↓

**Do**

**Prejudice, Discrimination & The Holocaust**

**What do the following words mean?:**

1. Prejudice
2. Discrimination
3. Holocaust
4. Anti-Semitism



**Learning Focus:**  
To understand what the Holocaust is

**Key Terms:**  
Holocaust      Anti Semitism      Discrimination      Prejudice

**Learning Outcomes:**  
Identify what the Jewish Holocaust was  
Describe how life changed for people during the Holocaust  
Explain what the impact of anti-Semitism was for the Jews



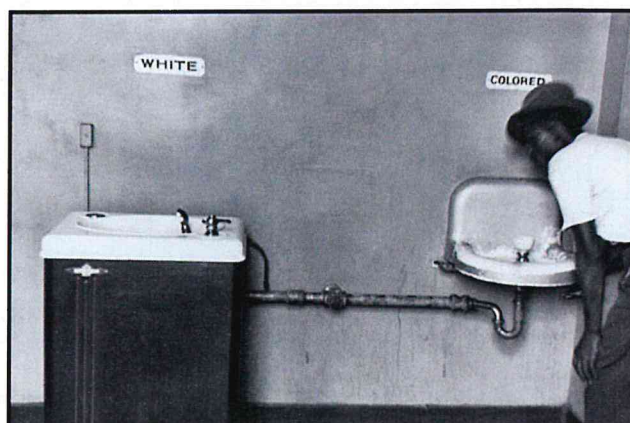
***Prejudice*** is an attitude. It means having an **opinion** which is not based on fact. It means to pre-judge someone or a group of people.



***Discrimination*** is an action. It means treating someone unfairly because of prejudice.



E.G Segregation in America up until the 1960's finally ending with Martin Luther King and the Civil Rights movement



Dear Readers,



*Miracles happen – my mother’s letter stayed with me, sewn into my undershirt and I am getting old myself and have decided to share it with you. After almost 50 years of keeping it private, why did I translate it from Yiddish and decide to share it with you now? A few reasons...*

*Firstly, one doesn’t hear much about the holocaust anymore very much these days... My mother asked me to remind you that it wasn’t ‘just a war’. It was a monstrosity.*

*Secondly, my mother’s faith in God, even at that dreadful hour, never ceases to amaze me. Even though she was almost certain that she would die soon, as indeed she did, she believes firmly in God to whom she can turn both before and after her earthly life ends. This strengthens my faith and perhaps it will strengthen yours.*

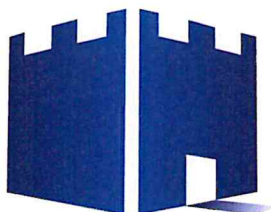
*Miriam bas Leiba*



**PONTEFRACT**

ACADEMIES TRUST


# LESSON 4



**PONTEFRACT**

ACADEMIES TRUST





**Planner** Please have your planner open on today's date **Date:**

↓

**Copy**


↓

**Do**

**Anne Frank**

**What do the following words mean?:**

1. What was the Holocaust?
2. Why do you think the Holocaust is important to study?
3. How were the Jews treated during 1933-39?
4. How were the Jews treated during 1939-45



**Learning Focus:**  
To learn about the life of Anne Frank

**Key Terms:**  
Holocaust      Anti Semitism      Discrimination      Dehumanisation

**Learning Outcomes:**  
To understand some facts about Anne Franks life.  
To be able to explain the suffering of Anne Frank.  
To be able to evaluate the affects of anti-Semitism on Anne Franks life.

**June 12, 1929** - Anne Frank born in Frankfurt, Germany.  
Her parents were Otto and Edith Frank.  
Anne Frank's sister was called Margot.  
Her father was an officer in the German army in World War I.



**The Frank Family**



**June 14 1943** - Anne starts writing her diary.





## The Diary of Anne Frank

These words come from Anne's diary. In 1942, after Anne and her family had lived by the rules set by the Nazi party for two years, they went into hiding to escape from the persecution, imprisonment and maybe even death by the cruel Nazis.

*After May 1940...the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn-in their bicycles; Jews were forbidden to ride trams or in cars, even their own...*

*Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields...You couldn't do this and you couldn't do that, but life went on..." 20 June 1942*

How do you think Anne felt at this time?

Why?

## Diary extract reading:

Tuesday 20 October 1942

Dearest Kitty,

My hands still shaking, though it's been two hours since we had the scare. I should explain that there are five extinguishers in the building. The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers. As a result, we didn't bother to be quiet until I heard the sound of hammering on the landing (across from the bookcase). I immediately assumed it was something bad and went to warn Bep, who was eating lunch, that she couldn't go back downstairs. Father and I stationed ourselves at the door so we could hear when the man had left. After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door.

We turned white with fear. Had he heard something after all and did he now want to check out this mysterious looking bookcase? It seemed so, since he kept knocking, pulling, pushing and jerking on it. I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place...



**Anti-Semitism is an act of hatred against the Jews.**





# Task

If Anne Frank could have spoken in public about the injustices of the Nazi Party what do you think her speech would have been?

Write a speech exploring the following;

1. The injustices of the Nazi party
2. The importance of Human Rights
3. Can the people responsible for the Holocaust be forgiven?

*Any person's speech may be selected to be read out to the class.*



No more than 300 words.  
Use creative and persuasive language to try your best to capture the audiences attention.



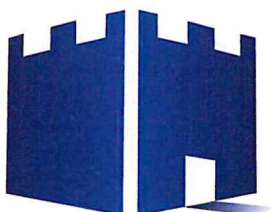
How do you think that Anne Frank should be remembered?



**PONTEFRACT**


ACADEMIES TRUST

# LESSON 5



**PONTEFRACT**

ACADEMIES TRUST



**Planner** Please have your planner open on today's date **Date:**

↓


**Copy**

↓

**Do**

**Modern Genocide**

1. Write down 5 facts about Anne Frank's life
2. Write down 4 ways that Jewish people were treated
3. Write down 3 important things about Nazi Germany
4. Write down 2 types of evil in the world



**Learning Focus:**  
To learn the Genocide against the Tutsi people in Rwanda

**Key Terms:**  
Genocide                  Rwanda                  Tutsi                  Hutu

**Learning Outcomes:**  
Explain the events that unfolded in the Rwandan Genocide  
Link my understanding to other genocides  
Respond thoughtfully to genocide



## The Rwandan Genocide- A case study



1. Rwanda a very poor country in Africa is populated by two different ethnic groups Tutsi's and Hutu's.

# Tutsi



# Hutu

1. **The Hutu** are a Central African ethnic group, living mainly in Rwanda and Burundi.

**The Tutsi** are one of three **native** peoples of the nations of Rwanda and Burundi in central Africa.



They both speak the same language and have the same customs but.....  
Tutsis had a history of having more power



The killings begin...



1. Roadblocks set up to capture Tutsis and Hutu moderates
2. Machetes are the weapon of choice for killings

Why do you think Machetes were the weapon of choice?



1. Roaming bands of organised Hutu militia, known as the **Interhamwe** went on to kill Tutsis across the country for the next three months.
2. Over the course of the genocide nearly 1 million Tutsi men women and children were killed.
3. Most of them were macheted to death.





## How is genocide remembered?

1. Genocide is the most disturbing and grotesque occurrence in history.
2. People often struggle to deal with the aftermath of genocide and therefore need a symbol to represent and remember their grief.
3. Often a memorial will be erected to remember the victims of genocide

