

# Who Do We Think We Are?

## Module Title: What have the Olympics and Paralympics got to do with us?

### Learning Objectives

- To reach a reasoned conclusion about who founded the modern Olympic movement.
- To evaluate the role of historic figures in a sequence of events leading up to the founding of the modern Olympics.
- To compare and contrast the ancient and modern Olympics to evaluate change and continuity.
- To draw conclusions about the strengths and limitations of interpreting and reconstructing historic events.
- To understand how the identity and actions of an individual in the past might have affected the ideas and actions of another individual (in the context of this module the possible impact of Jesse Owens' success at the 1936 Berlin Olympics on Adolf Hitler).
- To compare and contrast evidence about two historic events drawing inferences and conclusions (in the context of this module, the 1908 and 1948 Olympic Games in London).

### Module Overview and Plan:

*What have the  
Olympics and  
Paralympics got  
to do with us?*

### Key Questions / Ideas

- Who really founded the modern Olympics? (ie, Can one person really claim sole credit for founding the modern Olympics? To highlight the historic British connection of Penny Brooks to the revival of the Olympic ideal)
- How have the Olympic Games changed? (ie, How do aspects of the ancient Olympic Games compare and contrast with the modern version of the same events?)
- How should we reconstruct the ancient Olympic Games? (ie, What are the strengths and weaknesses of interpreting and reconstructing historic events?)
- Why might Jesse Owens have embarrassed Adolf Hitler? (ie, How did the 'racial science' theories of Adolf Hitler effect the Nazi staging of the 1936 Olympics and Hitler's possible reaction to the victories of Jesse Owens?)
- What can the Olympic Games of 1908 and 1948 tell us about how Britain has changed? (ie, What inferences can be drawn from photographic evidence of the 1908 and 1948 London Olympics? What can such analysis tell us about how Britain changed between these dates?)

### Key Stage 1 & 2

Lesson name	Learning Objectives	Key questions/Ideas	Learning outcomes	Key vocabulary	Resources within module	Links to National Curriculum
<p><b>1. Who really founded the modern Olympics?</b></p> <p>KS1 / Year 2/3</p>	<p>* To have reached a reasoned conclusion about who founded the Modern Olympic movement, Pierre De Coubertin or William Penny Brooks (a British doctor).</p> <p>* To evaluate the role of individual, historic figures (famous people) in a sequence of events, in this case leading up to the founding of the Modern Olympics.</p>	<p>* Can one person (De Coubertin or Penny Brooks) really claim sole credit for founding the modern Olympics?</p> <p>* To highlight the historic British connection of Penny Brooks to the revival of the Olympic ideal.</p>	<p>* To have learned about and evaluated the lives of Pierre de Coubertin and William Penny Brooks in relation to the founding of the Modern Olympics.</p> <p>* To have created a design (an historic interpretation) for an Olympic Memorial to the founder(s) of the movement.</p>	<p>Founded</p> <p>Founder</p> <p>Olympics</p> <p>France</p> <p>Greece</p> <p>Athens</p> <p>Paris</p> <p>Italy</p> <p>Paris</p> <p>Much Wenlock</p>	<p>* Resource A – <i>The story of Pierre de Coubertin</i></p> <p>* Resource B – <i>The story of Dr William Penny Brookes</i></p> <p>*Resource C – <i>Early timeline of Pierre de Coubertin</i></p> <p>* Resource D – <i>Cards (Pierre de Coubertin)</i></p> <p>* Resource E – <i>Timeline of Dr William Penny Brookes</i></p> <p>* Resource F – <i>Cards (Dr William Penny Brookes)</i></p>	<p><b>KS1/2 History:</b></p> <p><u>Knowledge Skills &amp; Understanding:</u></p> <p>1, 2, 3, 4, 5</p> <p><u>Key Stage 1: Breadth of study:</u></p> <p>6b, 6c</p> <p>The way of life of people in the more distant past who lived in the local area or elsewhere in Britain.</p> <p>The lives of significant men, women and children drawn from the history of Britain and the wider world.</p>
<p><b>2. How have the Olympic Games changed?</b></p> <p>KS1 / Year 2/3</p>	<p>* To compare and contrast evidence between a past and present event, evaluating change and continuity between them, in this case between the Ancient and Modern Olympics.</p>	<p>* How do aspects of the ancient Olympic Games compare and contrast with the modern version of the same events?</p>	<p>* To have analysed and drawn inferences from evidence depicting the ancient Greek Olympics.</p> <p>* To have analysed and drawn inferences from evidence of the Modern Olympic events.</p> <p>* To have compared and contrasted the</p>	<p>Athlete</p> <p>Olympics</p> <p>Diet</p> <p>Exercise</p>	<p>* Links to internet based resources provided in lesson plans (including original source material, historical interpretations of the Ancient Olympic Games and evidence of Modern Olympic events such as video footage).</p>	<p><b>KS1/2 History:</b></p> <p><u>Knowledge Skills &amp; Understanding:</u></p> <p>1, 2, 4, 5</p> <p><u>Key Stage 1: Breadth of study:</u></p> <p>6d</p> <p>This lesson links to the study of past events from the history of Britain and the wider world (for example,</p>

			ancient and Modern events, reaching reasoned conclusions about change over time.			events such as the Gunpowder plot, the Olympic Games etc).
<p><b>3. How should we reconstruct the ancient Olympic Games?</b></p> <p>Year 5/6</p>	<p>* To draw conclusions about the strengths and limitations of interpreting and reconstructing historic events, in this case the dramatization of aspects of the Ancient Olympics for a television documentary.</p>	<p>* What are the strengths and weaknesses of interpreting and reconstructing historic events?</p> <p>Pupils research the ancient Olympics and through an established drama pedagogy called 'Mantle of the Expert' assume the role of members of a company creating reconstructions of past events for television. Students plan and stage these reconstructions in class, analyzing the strengths and weaknesses of their interpretations of the past events.</p>	<p>* To have researched aspects of the ancient Olympics from original sources and later interpretations.</p> <p>* To have assumed and carried out a role in a company reconstructing the Ancient Olympics.</p> <p>* To have debated the strengths and limitations of their own dramatic reconstructions of the ancient Greek Olympics.</p>	<p>Olympics</p> <p>Athlete</p> <p>Field</p> <p>Track</p> <p>Interpretation</p> <p>Reconstruction</p> <p>Evidence</p> <p>Source</p> <p>Designer</p> <p>Company</p>	<p>* Links to internet based resources provided in lesson plans (including original and later evidence about the Ancient Greek Olympics).</p> <p>Props for use in reconstructions will be required.</p>	<p><b>KS1/2 History:</b></p> <p><u>Knowledge Skills &amp; Understanding:</u></p> <p>1, 2, 3, 4, 5</p> <p><u>Key Stage 2:</u></p> <p><u>Breadth of study:</u></p> <p>12</p> <p>A European history study – A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilization on the world today</p>
<p><b>4. Why might Jesse Owens have embarrassed Adolf Hitler?</b></p> <p>Year 5/6</p>	<p>* To understand how the identity and actions of an individual in the past might have effected the ideas and actions of another individual, in this case assessing the possible impact of Jesse Owens'</p>	<p>* How did the 'racial science' theories of Adolf Hitler effect the Nazi staging of the 1936 Olympics and Hitler's possible reaction to the victories of Jesse Owens (the African American athlete) which should have undermined them?</p>	<p>* To have understood the "racial science" theories of Adolf Hitler in simple terms.</p> <p>* To have appreciated how these ideas affected the staging of the 1936 Berlin</p>	<p>Race</p> <p>Racial science</p> <p>Master race</p> <p>Sub-human</p> <p>Jew</p> <p>Gypsy</p>	<p>* Resource A – <i>Adolf Hitler fact cards</i></p> <p>* Resource B – <i>Adolf Hitler fact cards with dates</i></p> <p>*Resource C – <i>Hitler and the Nazis claimed...</i></p> <p>* Resource D</p> <p>* Resource E</p> <p>* Resource F –</p>	<p><b>KS1/2 History:</b></p> <p><u>Knowledge Skills &amp; Understanding:</u></p> <p>1, 2, 3, 4, 5</p> <p><u>Key Stage 2:</u></p> <p><u>Breadth of Study:</u></p> <p>11b</p>

	success at the 1936 Berlin Olympics on Adolf Hitler.		Olympics. * To have critically analysed Leni Riefenstahl's film "Olympia". * To have considered the possible impact of Jesse Owens success on Adolf Hitler's ideas.		<i>Chronology of Jesse Owens</i> * Resource G	Can be linked to a study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men women and children from different sections of society.
<b>5. What can the Olympic Games of 1908 and 1948 tell us about how Britain has changed?</b>  Year 3 - 6	* To compare and contrast evidence about two historic events drawing inferences and conclusions as a result, in this case the 1908 and 1948 Olympic games in London.	* What inferences can be drawn from photographic evidence of the 1908 and 1948 London Olympics?  * What can such analysis tell us about how Britain changed between these dates?	* To have drawn inferences from photographic evidence of the 1908 and 1948 Olympics.  * To have composed and constructed these events.  * To have drawn conclusions about how Britain changed between 1908 and 1948.  * To link these conclusions to the staging of the 2012 Games in London	Athletics Athletes Olympics Austerity British Empire		<b>KS1/2 History:</b> <u>Knowledge Skills &amp; Understanding:</u> 1, 2, 4, 5  <u>Key Stage 2:</u> <u>Breadth of study:</u> 11a, b  Victorian Britain and Britain since 1930.

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