

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

Lesson 1: Who really founded the modern Olympics? (KS1 or Year 2/3)

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>KS1/2 History:</p> <p><u>Knowledge Skills & Understanding:</u></p> <p>1 – <i>Chronological Understanding</i></p> <p>2 – <i>Knowledge and understanding of events, people and changes in the past</i></p> <p>3 – <i>Historical Interpretation</i></p> <p>4 – <i>Historical Enquiry</i></p> <p>5 – <i>Organisation and communication</i></p>	<p><u>Key Stage 1 History:</u></p> <p><u>Breadth of study:</u></p> <p>6b – <i>The way of life of people in the more distant past who lived in the local area or elsewhere in Britain</i></p> <p>6c - <i>The lives of significant men, women and children drawn from the history of Britain and the wider world.</i></p>	<p>Pupils will investigate the enquiry question:</p> <p>* Who really founded the Modern Olympics?</p> <p>They will compare the records of Pierre De Coubertin and William Penny Brooks, reaching their own reasoned conclusion in answer to the question.</p>	<p><u>Starter :</u></p> <p>Download a photograph showing the moustachioed figure of the young Pierre de Coubertin, a French aristocrat popularly credited with founding the Modern Olympics (1896) – Links are provided in the resources column. Split the photograph into different parts so that the completed image resembles a jigsaw. Begin teaching by displaying only one part of the image and prompt or invite comments from the class about it. Gradually add further parts, allowing pupils to make further suggestions, comments or questions and make it clear that it is “safe” to change their minds through the process of discussion. Beware of revealing any prior teacher knowledge of the photograph at this stage. The point of the activity is for pupils to build up their own ideas about the photograph, both from the comments of their peers and direct observation of the growing “puzzle picture”.</p> <p>Once the complete photograph is displayed, reveal the name Pierre De Coubertin but nothing else about him. Invite pairs (or talking partners) to devise questions that might be posed to De Coubertin e.g. Where are you from? Who are you? What do you do? Are you still alive? Where possible ask pupils to write these questions on a post it note, place it on the photograph and explain their question. Alternatively, an adult could write up the question on the post it note on the pupils’ behalf.</p> <p><u>Main Activity :</u></p> <p>Explain that you are going to tell the story of Pierre de Coubertin using pictures, objects and the classroom as a “living map”. Organise desks around the room and label them as countries (if possible with flags) in approximate geographical distance from each other. (Britain, France, Switzerland and Greece).</p> <p>Use the script in Resource A as a basis (it gives suggestions for movement, props etc) while the resources column lists images you could use to accompany the story (internet links were current at time of writing).</p> <p>After completion of the story, display the following statement, “Pierre de Coubertin founded the Modern Olympics”. Explain the word “founded” carefully. It can mean started or the first person to start something. The word could also be related to “foundations”. The teacher could display a model house built of lego bricks stuck to their base board.</p>	<p><u>Links:</u></p> <p>- A photograph of the young De Coubertin in a sporting shirt can be found at www.olympic.org (official website of the Olympic Movement) under “Olympic Museum” and then “Pierre De Coubertin”. (Alternatively an internet image search can produce a more formal photograph in stiffer clothes).</p> <p><u>Printed resources :</u></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><u>Images:</u></p> <p><u>De Coubertin Images:</u></p> <p>i) De Coubertin as a child, with one of his older sisters in a painting by his father: http://en.wikipedia.org/wiki/Pierre_de_Coubertin</p> <p>ii) photograph of Chateau de Mirville in Normandy where Coubertin spent many summers of his childhood (use a colour photograph from an internet image search).</p> <p>iii) A picture of the franco-prussian war (from an internet image search).</p> <p>iv) an image of pupils playing sport in front of Victorian buildings at Rugby School (put rugby school into an image search for a variety of photographs e.g. news.bbc.co.uk)</p> <p>v) an image of ancient Greek athletes competing – put “ancient Olympics” into an image search. Images of the ancient games can be found at http://getset.London2012.com/eu/discover/7-11/7-11-fact-file</p> <p>vi) a photograph of Dr William Penny Brooks as</p>

			<p>Invite a pupil to try and push over the house while stuck to its board (this will be reasonably difficult).</p> <p>Take away the board and repeat the activity. The house will fall over more easily. De Coubertin is like the base board, without him the Olympics might never have happened. Invite pairs (or talking partners) to discuss whether they agree with the statement (thumbs up), disagree (thumbs down) or are not sure (rocking an outstretched hand). Hold a class discussion about the statement, prompting reasons for pupil views e.g. “yes I agree because he was at the first games”. Finally take a vote, making a note of the numbers (which will probably be overwhelmingly in favour of the statement). While the teacher guides the discussion, the point is for pupils to reach a reasoned conclusion about the validity of the statement, not for pupils to agree with the teacher or attempt to second guess the teachers’ personal view i.e. “What’s the real answer Miss?”</p> <p>Next introduce a photograph of William Penny Brooks, a Victorian doctor who established an “Olympian Festival” in the market town of Much Wenlock, Shropshire in 1850 (links are provided in the resources column). Use Resource B as the basis for the storytelling in the same style as the previous activity. The resources column lists images to accompany the story from internet links current at the time of writing. Resource C lists significant dates from De Coubertin’s life. Resource D sets out some of these dates in simple language as a set of cards. Create large versions from these (with an appropriate image) that pupils may hold. Give the large cards to one group of pairs or talking partners. Resource E lists significant dates from William Penny Brook’s life. Resource F sets out some of these dates as a set of cards as above. Create large versions of these (with an appropriate image) that pupils may hold. Give the Brooks cards to a different group of pairs or talking partners. Line up one group of pairs on one side of the room carrying their De Coubertin cards and the other group carrying their Penny Brooks cards on the other. Then ensure that each group can clearly see and understand what is written on the cards in their own line and those opposite. Give a few minutes against the clock for pairs from one line to link with at least one pair from the other line and stand with them in the centre of the room (they may link with more than one pair from the opposite line or more, but they must be able to justify why they have linked or not linked with another pair.</p>	<p>an old man – put his name into an image search – several images might be used e.g. www.shropshirestar.com</p> <p>vii) an image depicting the 1896 Athens Olympics – put “1896 Olympics” into an image search – a choice of original black and white photographs and colour tinted photographs should be available.</p> <p>Penny Brooks images:</p> <p>i) Photographs of William Penny Brooks as a young man. Find by putting “William Penny Brooks” into an image search and the photograph is at: www.search.secretshropshrie.org.uk</p> <p>ii) Image of Much Wenlock today from an internet image search.</p> <p>iii) image of a wooden wheelbarrow</p> <p>iv) image of a pig</p> <p>v) images of winners of the Much Wenlock games from 1869, 1877-78 (a cyclist on a penny farthing) and 1871. See: www.wenlock-olympian-society.org.uk Follow links to “Dr William Penny Brooks” and to “The First Wenlock Olympian Games”.</p> <p>vi) photograph of Dr William Penny Brooks as an old man. Find by putting “William Penny Brooks” into an image search.</p>
	<p>Curriculum Opportunities</p>			<p>Assessment Opportunities:</p>
				<p>There are opportunities for formative assessment through peer and self assessment including through speaking and listening activities. Summative assessment will be possible using the culminating task of designing a memorial for the founder(s) for the Modern Olympics.</p>
				<p>Additional notes for teachers:</p>

			<p>For example "We went together because it says on our card that in 1890 Penny Brooks had a visit from Coubertin and their card says Coubertin visited Penny Brooks in 1890"). Hold a class discussion on who has linked with who and why (some pairs may not find anyone to link with). From this discussion, it should emerge that De Coubertin owed much to William Penny Brooks.</p> <p>After this activity return to the statement "Pierre De Coubertin founded the Modern Olympics". Repeat the paired and whole class discussion run earlier, taking a fresh vote on who founded the Olympic Games which may well produce a different result than earlier. Invite or prompt comments about why pupils may have changed their minds. The teacher may find that this is something of a chicken and egg discussion, since while De Coubertin was responsible for the International Olympic Committee and the first international games in Athens in 1896 he readily acknowledged the debt he owed to Brooks who pioneered his own events nearly fifty years previously. G & T pupils might suggest that as Brooks had the idea of an international Olympics before De Coubertin, he is the real founder of the Modern Games.</p> <p><u>Plenary :</u></p> <p>As a final activity, ask pairs or groups of pupils to design a monument to the memory of the founder of the Modern Olympics to be built on the site of the London 2012 games. They must decide for themselves whether this should include <u>only</u> De Coubertin, <u>only</u> Brooks <u>or</u> De Coubertin and Brooks jointly. The designs might include statues of both men shaking hands for example with scenes of their lives around the base of the monument. In any case, pupils must decide how to describe one or both men in a single sentence. These designs could be created as models and explained to their peers in a "show and tell".</p>	
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Lesson 2: How have the Olympic Games changed? (KS1 or Year 2/3)

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>KS1/2 History:</p> <p><u>Knowledge Skills & Understanding:</u></p> <p>1 – <i>Chronological Understanding</i></p> <p>2 – <i>Knowledge and understanding of events, people and changes in the past</i></p> <p>3 – <i>Historical Interpretation</i></p> <p>4 – <i>Historical Enquiry</i></p> <p>5 – <i>Organisation and communication</i></p>	<p><u>Key Stage 1 History: Breadth of study</u></p> <p>This lesson links to the study of past events from the history of Britain and the wider world (for example, events such as the Gunpowder plot, the Olympic Games etc).</p>	<p>Pupils will explore how aspects of the ancient Olympic Games compare and contrast with the modern version of the same events (including analysis of original sources) beginning to probe some of the reasons for the differences, in answer to the original question:</p> <p>* How have the Olympic Games changed?</p>	<p>Starter: Following on from story telling about the ancient Greek Olympics as a famous event from the past, display two contrasting images (links are provided in the resources column): 1) An athlete from a modern field or track event 2) An image of a Greek athlete from an original artefact, such as a vase. Display each image for one minute in turn, at the end of the minute invite pairs of pupils (or talking partners) to discuss what they noticed about each image. In each case then prompt feedback from pairs to the class as a whole. Lastly display the images side by side and ask pairs (or talking partners) to spot similarities and differences. Invite/prompt volunteers to point these out to the rest of the class and pose open ended questions about why these similarities and differences might exist. Pupils may display some previous learning about the ancient Olympics, based on the earlier story telling.</p> <p>Main Activity: Through print, video or web based recourses, select some events from the ancient Olympics to explain to the class in more depth, e.g. the opening ceremony, the award of prizes, particular sporting events (make sure you select at least one event that features in the modern Olympics in some form). With some basic props or costumes (it is still a matter of academic debate whether athletes really competed naked or not), pose groups of pupils in freeze frames against a suitable back image, taking the scene on contemporary Greek sources where possible. In staging these freeze frames, stress the factual details of the event, particularly where these contrast with the equivalent in the Modern Olympics e.g. religion played a role in the ancient opening ceremony. Take and keep a photograph of each freeze frame. Discuss each freeze frame as it is presented to the class, prompting/inviting comments on how things might be done differently today and why this might be.</p> <p>Plenary : Select video clips that show short sequences from past Olympic games e.g. the 2008 Beijing games opening ceremony and some of the events that were depicted through the freeze frames. Before and after each, display the relevant photograph of the pupil freeze frame, prompting/inviting comments on how the freeze frame and the modern clip may be similar and different. Prepare questions for a sportsperson / athlete to be hot seated in class on what they do to prepare and then compete in one of the freeze frame events e.g. what do you eat? What clothes did you wear? How do you train? Etc. After the hot seating is over prompt/ invite comments in answer to the enquiry question "How have the Olympic Games changed?"</p>	<p>Links:</p> <p>- Still images of ancient Greek athletes depicted on artefacts and modern photographs of Olympic events can be found through an image search on the internet. Information and images can also be found at: www.london.2012.com (the official website of the 2012 games) http://en.beijing2008.cn/ (the official website of the Beijing 2008 games) http://getset.london2012.com/en/discover/7-11/7-11-fact-file (Features interactives providing facts about the Games and also images of the ancient games). The Get Set home page has useful footage of past games including 1908/48 and 2008.</p> <p>There are many resources available for study of the ancient Olympics, many directed at pupils for example the BBC website contains information and interactive storyboards at www.bbc.co.uk/schools/ancientgreece/olympic/festival.shtml The British Museum has also recently published an interactive, day by day guide to the ancient games www.ancient-greece.co.uk/festivals/story/olympics.html</p> <p>Printed Resources: The British museum also publishes "The Ancient Greek Olympics" by Richard Woff from British Museum press ISBN 0714 121444</p>
	Curriculum Opportunities			<p>Assessment Opportunities:</p> <p>There are opportunities for formative assessment through peer and self assessment, for example through group activities and drama.</p>
				<p>Additional notes for teachers:</p>

Lesson 3: How should we reconstruct the ancient Olympic Games? Yr 5/6

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>KS2 History:</p> <p><u>Knowledge, Skills and Understanding:</u></p> <p>1 – <i>Chronological Understanding</i></p> <p>2 – <i>Knowledge and understanding of events, people and changes in the past</i></p> <p>3 – <i>Historical Interpretation</i></p> <p>4 – <i>Historical Enquiry</i></p> <p>5 – <i>Organisation and communication</i></p>	<p><u>Key Stage 2 History: 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>* How should we reconstruct the Ancient Olympic Games?</p>	<p>Introduction:</p> <p>This lesson (or more probably sequence of lessons) combines history with a well established and rigorous drama pedagogy called 'Mantle of the Expert'. Pupils are cast as members of an enterprise (usually a company) who are given imaginative expertise in a particular area. The company is then commissioned to produce a product of some kind for a client using their imaginative expertise. The role of the teacher is to guide this process, sometimes assuming a fictional role and sometimes stepping out of role to complete discrete teaching or lead discussion. The skill is for the teacher to carefully manage the role play so that pupils' suggestions in role may be incorporated into the drama, to ensure that tensions are planned along the way which sustain it and that pupils are clear of the relationship between the imagined drama and any factual basis the teaching is related to. In this example pupils are to be cast as members of a company that specialises in recreating historical events for television documentaries. The client is a History Channel who have commissioned the company to add scenes to a documentary about the Olympic Games in Ancient Greece. These are to be enacted with authentic costumes and props at Olympia in Greece, where the original games were staged. The Channel want three reconstructions to edit into the documentary:</p> <ul style="list-style-type: none"> • part of the opening ceremony • a sporting event • the award of prizes <p>Starter:</p> <p>In role as the History Channel documentary producer, set out the requirements of the commission clearly. Then step out of role and explain the idea of 'Mantle of the Expert' if this is new to pupils.</p> <p>Main Activity:</p> <p>Lead the pupils into the role-play acting as the CEO of the pupil's company. Through discussion, noting down & displaying pupil suggestions throughout, establish the roles of various members of the company e.g. the actors, researchers, directors, producers, camera people, set designers, assistants etc. It might be sensible to split the class into three groups for the purpose of the mantle, so that each group is responsible for a different scene.</p>	<p>Printed Resources:</p> <p>The British Museum publishes "The Ancient Greek Olympics" by Richard Woff from British Museum press ISBN 0714 121444</p> <p>Links:</p> <p>There are many resources available for study of the ancient Olympics, many directed at pupils for example the BBC website contains information and interactive storyboards at: www.bbc.co.uk/schools/ancientgreece/olympic/festival.shtml</p> <p>The British Museum has recently published an interactive, day by day guide to the ancient games: www.ancient-greece.co.uk/festivals/story/olympics.html</p> <p>www.mantleoftheexpert.com contains helpful guidelines, examples and links for developing this pedagogy.</p> <p>Images:</p> <p>Still images of ancient Greek athletes depicted on artefacts and modern photographs of Olympic events are easily found through an image search on the internet. Information and images can also be found at http://getset.london2012.com/en/discover/7-11/7-11-fact-file (the official website of the 2012 games) and http://en.Beijing2008.cn/ (the official website of the Beijing 2008 games).</p> <p>An internet image search using the words "Olympia" or "Olympic Games" leads to a variety of images of the original site, both modern photographs and reconstructions of its possible past appearance.</p>
	Curriculum Opportunities			Assessment Opportunities:
	<p>Primary Strategy – Literacy</p> <p>1. Speaking</p> <p>2. Listening and</p>			Additional notes for teachers:

	<p>responding 3. Group discussion and interaction 4. Drama 5. Creating and shaping texts.</p>		<p>Show the class clips from real documentaries with dramatic reconstructions that illustrate the past work of the company. Take suggestions and comments where the pupils use their imagination in guessing their own part in these reconstructions and what they think constitutes a "good" reconstruction and what they think constitutes a "bad" reconstruction. Display some images or clips of Olympia today and allow groups to discuss how they might organise their scene. At this point, step out of role to lead some discrete teaching of historical enquiry.</p> <p>From a range of resources, give pupils an overview of the ancient Greek Olympics and their organisation, making sure this allows time for independent research with sight of original artefacts depicting the Games and various pictorial reconstructions (interpretations) dating from more recent times. This can include those of modern artists who tend to draw directly from the archaeological records through to fanciful Victorian scenes which owe more to a vivid imagination than hard evidence. In viewing each interpretation in turn, explain that interpretations of history always incorporate "fact, fiction, imagination and point of view." Layout a large triangle on the classroom floor marking the three points, "Fact", "Fiction" and "Point of view." As the class discuss each image in turn taking into account information about who created it, when, why and for whom, ask them to stand within the triangle in a position the pupil can then defend e.g. " I am standing near fiction because the artist made a lot of the picture up but a bit towards fact because the discus was like that." (the notes on resources give some pointers where information can be researched).</p> <p>Lastly pupils might prepare storyboards of the main sequence of events at the games. When the research is complete, hold a discussion taking pupils suggestions and questions from their research, recording the details for future use. Next, go back into role, and ask the groups within the company to devise a plan for how their scene is going to be staged, creating a schedule which can then be shared through discussion with the teacher as CEO. Most of the rest of the role-play is taken up with the groups planning for the filming of their scene with each pupil imaginatively contributing through their chosen expert role with each group e.g. scriptwriters, planning storyboards and dialogue, set designers choosing materials, camera people deciding on angles etc. The role-play can be punctuated skillfully by the teacher and other adults intervening to introduce tensions as necessary that will help to sustain the drama's momentum e.g. through being hot seated in role.</p>	
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			<p>Such tensions might include; a visiting archaeologist criticising certain details of the reconstruction as being inaccurate, (it is important such criticisms are authentic not imagined), a visiting executive from History Channel explaining that to cut costs it will no longer be able to film in Olympia but outdoors somewhere in cold Britain, another executive complaining that the scenes are not exciting enough etc. Throughout the role-play, the groups will need to decide how to respond to each interruption with the teacher reminding them in each case of the brief the company was originally given and the values it thinks are important. Points for discussion that might arise are.</p> <ul style="list-style-type: none"> • Costumes (or lack of them!) since original sources depict athletes in the nude but <ol style="list-style-type: none"> a. some historians think this is inaccurate b. costumes will be essential because the programme is to be broadcast before 9.00 (there is tension here between media demands & historical authenticity) • Language – should the scenes be depicted in English or Greek? If so what kind of Greek, modern or ancient? How might this be researched? Should it be Greek with English Subtitles? • Gender – should women be shown at the games? Evidence about their presence is disputed but all athletes were certainly males. Should female actors be allowed to play athletes? (the tension here is between inclusiveness and historical accuracy) • Sets – what archaeological evidence & reconstructions of Ancient Olympia should be used to create the sets? When planning to build at Olympia (in the first instance), will it be possible to build at the site without wrecking it? What materials could be used? Will it be possible to film in Britain outdoors? Would a film studio be better? If so why? <p>The length of a 'Mantle of the Expert' sequence can be anything from a lesson onwards and how long it runs for is upto the teacher and also depends on the interest of pupils. This mantle might result in the scenes themselves actually being filmed with real equipment. The scenes could also feed into a school sports day where part of the event is run along ancient Greek lines.</p>	
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			<p>Plenary: Set up statements around the classroom like “Our scenes were really “accurate”, “Our scenes were fairly accurate”, “Our scenes were completely inaccurate” etc. In the middle of the room set up a circle of six chairs facing inwards. Mark two chairs facing each other with red cards – these are the hot seats. Next hold a “goldfish bowl” discussion where most of the pupils sit around the edge of the classroom and watch silently. Select two pupils to sit in the hot seats and prompt discussion between the pair of pupils about the statements displayed around the room, debating the accuracy of the Olympic scenes from the role-play. At intervals “retire” a pupil from a hot seat and substitute another one from the edge of the room. At the end of the discussion, take a vote on which statement the class thinks is the truest about the accuracy of their Olympic scenes.</p>	
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Lesson 4: Why might Jesse Owens have embarrassed Adolf Hitler? Yr 5/6

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>KS2 History:</p> <p><u>Knowledge, Skills and Understanding:</u></p> <p>1 – Chronological Understanding</p> <p>2 – Knowledge and understanding of events, people and changes in the past</p> <p>3 – Historical Interpretation</p> <p>4 – Historical Enquiry</p> <p>5 – Organisation and communication</p> <p>KS2 Citizenship:</p> <p><u>Knowledge, Skills and Understanding:</u></p> <p>2 – Preparing to play an active role as citizens</p>	<p><u>Key Stage 2 History: Breadth of Study:</u></p> <p>11b - Britain since 1930</p>	<p>* Why might Adolf Hitler have been embarrassed by Jesse Owens?</p>	<p>Starter: From an internet image search, display a photograph of Adolf Hitler, the German dictator. Without telling the class who it is, ask pairs (or talking partners) to write down questions for the photograph or facts that they think they already know on post it notes. Invite pairs to stick their notes on the displayed image. Afterwards explain who the photograph is of. Enlarge the set of cards describing Hitler's Life up to 1936 (Resource A) and give out individual cards at random to pairs, preferably with an appropriate image from an internet image search to illustrate. Against the clock, ask pairs to organise themselves into a timeline by reading other cards and guessing the order they go in. Once the order is complete, question pairs about why they have put themselves in the order they have chosen. Lastly display the actual chronology with dates from Resource B. Read through each date and description carefully so that pupils understand the sequence of events in Hitler's life up to 1936 (do not dwell on particular details at this stage). Lastly re-order the timeline so that all the pupil cards are in the correct chronological order.</p> <p>Main Activity: <u>Phase One:</u> Explain that today scientists have proved that all human beings, despite differences on the surface, belong to one human race. Explain that Adolf Hitler did not believe this. Display Resource C which shows in simple terms what the Nazis believed about "racial science". (For a full explanation about how these beliefs developed from research into eugenics from the late nineteenth century see the excellent online exhibition from the United States Holocaust Memorial Museum. "Deadly medicine Creating the Master Race" (a link is provided in the resources column). Also note that the extermination of all Jews by the Nazis regime was not planned for or attempted until during the Second World War. Make sure that discussion of the diagram is led in the context of good practise of dealing with issues of identity and diversity and draw on experiences of dealing with</p>	<p>Printed resources: Resource A – Adolf Hitler Fact cards</p> <p>Resource B – Adolf Hitler Fact cards with dates</p> <p>Resource C – Hitler and the Nazis claimed...</p> <p>Resource D – Pupil Worksheet</p> <p>Resource E – Impressions of Germany to different audiences</p> <p>Resource F – Chronology of Jesse Owens</p> <p>Resource G – Impressions given by the Nazis in reaction to the Berlin Olympics</p> <p>Images: - Photograph of Adolf Hitler from an internet image search - Photograph of Jesse Owens from an internet image search</p> <p>Links: "Deadly medicine creating the Master Race" www.ushmm.org/museum/exhibit/online/deadlymedicine/ - Teaching emotive and controversial History 3-19 www.history.org - The Nazi Olympics: Berlin 1936 www.ushmm.org/museum/exhibit/online/olympics/ - Opening sequence from the Nazi Propaganda film Olympia by Leni Riefenstahl. Available on YouTube under the title "Olympia 1-Ted-fest der Volker-The opening ceremony...." - Deutscher Rundfunk radio interview with Jesse Owens 1936. Put "Jesse Owens and Deutsche Rundfunk" into a web search as this interview can be accessed from several sites.</p>
	Curriculum Opportunities			Assessment Opportunities:
	This lesson links to			There are opportunities for formative assessment through peer and self assessment, for example through speaking and listening activities.
				Additional notes for teachers:

	<p>citizenship KSU 2 preparing to play an active role as citizens (C) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism on individuals and communities.</p>		<p>sensitive issues from PSHCE, SEAL, or preparation for Holocaust Memorial Day.</p> <p><u>At no stage should Nazi ideas be presented taking a neutral stance and they need to be handled with special care in multi-ethnic settings or where racism is a problem.</u> The Historical Association report on "Teaching Emotive and Controversial History 3-19" and further online advice is available from the association website (link provided in resources column).</p> <p>Once pupil's awareness of Hitler's beliefs about race seems secure, explain that in 1936, Nazi Germany staged the summer Olympics in the capital, Berlin. This was a golden opportunity for the Nazi government to show how great and happy Germany was becoming as a country. 49 countries from around the world took part, including "Oriental" athletes from China and India, "Slavs" from Poland and "Negroes" from the USA. Journalists and visitors would flock to Germany from across the world. (For a full chronology and account of the 1936 Olympics see the online exhibition from the United States Holocaust Memorial Museum – The Nazi Olympics; Berlin 1936 (Link provided in the resources column).</p> <p><u>Phase 2:</u> Give out Resource D which is a worksheet for pairs or talking partners. It has speech bubbles for the different "audiences" that Hitler's 1936 Games attracted. From what they know of Hitler and his ideas, ask pairs to fill in what they think he might have said publically to these people. Then fill in his thought bubbles for what he might have been thinking privately. At this stage, pupils might not realise that there could be a difference. Discuss pupil answers in class.</p> <p>Divide the class into groups of four. Give different individuals the following roles, camera, music, lighting, sound. In a darkened room, show the opening sequence from Leni Riefenstahl's Nazi propaganda film called 'Olympia' (details are provided in the resources column) which culminates in a blond, German athlete lighting the Olympic flame. Ask each individual to watch and listen to the film carefully from the point of view of their role e.g. for the camera work.</p>	
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			<p>After viewing the film, allow each group to discuss it and then invite whole class comments about aspects of it e.g. the use of music and share general impressions ie. What was the filmmaker trying to say about the Berlin Olympics? How did she show Hitler? etc. Explain that the film was created to make Hitler and his Olympics look good and that there was a difference between what he said to the world, athletes, foreign reporters and visitors and what he really thought and sometimes did behind the scenes.</p> <p>Lastly give out handouts of (and display) resource E which summarise the kinds of impression of Germany and the Olympic games that Hitler wanted to give to different "audiences" in the speech bubbles and the wording in the thought bubbles which summarise policy during the games and his own possible thoughts.</p> <p><u>Phase 3:</u> Display an image of Jesse Owens - the African American athlete who won four gold medals at the Berlin Olympics for the USA. From Resource F tell the story of his background and victories (leaving out the references to Hitler's possible reactions). Ensure that Owens' achievement in overcoming racist barriers in his own country are stressed. Also play the contemporary radio interviews with Owens made by Deutscher Rundfunk. Issue worksheet G which summarises in the speech bubbles the impressions given by the Nazis in reaction to the Berlin Olympics as a whole (these are not direct, contemporary quotes). Ask talking partners to discuss what Hitler might have thought about the Olympic Games generally and about Jesse Owens in private. Invite contributions to whole class discussions.</p> <p><u>Plenary:</u> Explain that we do not know for certain what Hitler really thought about Jesse Owens. He was very pleased with the Games but he said nothing that was publically recorded at the time about the American athlete. However, Albert Speer, a Nazi minister later claimed in his memoirs. "Hitler was highly annoyed by Jesse Owens. People whose antecedents (ancestors) came from the jungle were primitive, Hitler said with a shrug, their physiques (bodies) were stronger than those of civilised whites and hence should be excluded from future games." Display this quote and carefully explain it to the class.</p>	
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			<p>Some pupils might spot the blatant inconsistency in Hitler's reasoning as white German "Aryans" and Europeans were supposed to be superior to black people in every way, including physically.</p> <p>In this quote, Hitler moves the goalposts of "racial science" by acknowledging in his view that blacks might be physically stronger but lack the culture and intelligence of white Europeans. It is also on these grounds that black athletes should not compete in future games (also presumably to prevent any repeat of sporting victories that undermined the notion of "Aryan" superiority).</p> <p>Lastly, <u>stress</u> that between 1936 and 1945, particularly during the Second World War Hitler and his government were responsible for the murder of millions of people including gay people, political enemies, prisoners of war and civilians from many countries, gypsies and about six million Jews.</p> <p>Lead a final discussion on why the class think people still remember what Jesse Owens did at the 1936 Olympics and whether they think he might have embarrassed Adolf Hitler.</p>	
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Lesson 5: What can the Olympic Games of 1908 and 1948 tell us about how Britain has changed? Yr 3-6

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>KS2 History:</p> <p><u>Knowledge, Skills and Understanding:</u></p> <p>1 – <i>Chronological Understanding</i></p> <p>2 – <i>Knowledge and understanding of events, people and changes in the past</i></p> <p>4 – <i>Historical Enquiry</i></p> <p>5 – <i>Organisation and communication</i></p>	<p><u>Key Stage 2 History:</u> <u>Breadth of study:</u></p> <p>11a - <i>Victorian Britain</i></p> <p>11b - <i>Britain since 1930</i></p>	<p>* What can the Olympic Games of 1908 and 1948 tell us about how Britain has changed?</p> <p>Pupils will investigate this question through drawing inferences from photographic and/or film evidence of the 1908 and 1948 London Olympics.</p>	<p>Starter: Show a video clip of the Olympic handover ceremony from Beijing to London in 2008, particularly the segment that shows the song and dance routine involving the red double decker. Show the clip in stages inviting comments from pairs or talking partners about what pupils recognise as things that are to do with British life e.g. the Union Flag, the lollipop lady, David Beckham etc.</p> <p>Transfer these suggestions onto a mind map or spider diagram. Once this is complete, ask talking partners to discuss what these points might suggest about life in Britain in 2008. eg. "The umbrellas tell us it's always raining; David Beckam shows football is important etc." Lead a discussion where talking partners are invited to share their points of view. Ask if anything about the British way of life seems to have been left out and if so why this might be.</p> <p>Main Activity: Explain that in 1908 London staged the Olympic Games with 22 nations taking part on a hastily erected site in White City. Display a range of photographs taken of various events at the 1908 Olympics and in turn invite talking partners to discuss what the photographs might tell us about life in Britain in 1908. In addition or alternatively use film clips of the 1908 games (links to images and clips provided in the resources column).</p> <p>Transfer these suggestions onto a mind map. Then explain some background about Britain in 1908. eg. that London was a great trading port, that Britain had the largest empire in the world, that the contrast between rich and poor was really wide etc. Lead a discussion on how much of this was supported by observations from the photographs or film clips.</p> <p>Now repeat the above sequence for the staging of the Olympic Games in 1948 in London. After transferring suggestions onto the mind map, from inferences made from 1948 photographs, explain how Britain had just come victorious but battered through the Second World War, how the Olympics were organised on a shoestring budget, refer to the bomb damage of the Blitz, how Britain was now poor and loosing its empire etc.</p>	<p>Video Clip: - Beijing Olympic handover ceremony to London 2008 available at time of writing on YouTube as "FINAL London official Olympic handover segment Beijing 2008."</p> <p>Video clip from the 1908 London Olympics from the Get Set home page for Games Greats at www.getset.london2012.com</p> <p>Video clips from the 1948 London Olympics from the Get Set homepage for Games Greats at www.getset.London2012.com</p> <p>Images: - Photographs from the 1908 London Olympics from www.bbc.co.uk/Olympics_1908_gallery.shtml. (Put 1908 London Olympics into an image search to find a link easily to this and other sites).</p> <p>- Photographs from the 1948 London Olympics from www.bbc.co.uk/Olympics_1948_gallery_04.shtml (Put London 1948 Olympics into an image search to find a link easily to this and other sites).</p>
	Curriculum Opportunities			Assessment Opportunities:
				There are opportunities for formative assessment through peer and self assessment for example through paired work contributing to mind maps.
				Additional notes for teachers:

			<p>Hold a discussion displaying the 1908 and 1948 mind maps, drawing conclusions as to what had changed about Britain from the evidence.</p> <p>Plenary: Return to the mind map used for the starter activity. Organise groups to make suggestions for an opening ceremony for the London 2012 Games that reflect what pupils think will be important in British life in that year. Pupils might view a video for the opening ceremony of the Beijing Olympics in 2008 to gain ideas. Use props, music etc in a hall or outside to stage parts of the proposed opening ceremony with other classes as an audience.</p>	
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