

# What ties me down? What sets me free?

Based on the text “I Wanted to Fly like a Butterfly”

## A Unit of Work for Year 6



Year 6  
Year 6  
RE Unit –  
Links with  
English,  
PHSE,  
History. ICT

# I Wanted to Fly like a Butterfly

Year 6

Exploring responses of individuals to racial, religious and social discrimination

## I Wanted to Fly like a Butterfly

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Please contact Jane Chipperton [readviser@stalbans.anglican.org](mailto:readviser@stalbans.anglican.org) for ways to obtain a copy of this book or order direct from Israel [helen.rahamim@yadvashem.org.il](mailto:helen.rahamim@yadvashem.org.il)

### What ties me down? What sets me free?

#### Synopsis

"I Wanted to Fly like a Butterfly" is the story of Channa Gofrit who was a little girl living in Biala Rawska in Poland when Nazi Germany occupied it and implemented their plan to murder all Jews in Poland and in Europe.

Each chapter focuses on an event in her childhood and reflects the fear, the difficulties and the courage that her family members demonstrated alongside help handed to them by Polish people. Among other subjects the story deals with Channa's childhood before the war, Channa's reaction when forced to wear the yellow star, what happened when Channa wanted to go to school and how was she saved. Channa's address is given at the end of the book so children could write her.

#### KEY LEARNING OBJECTIVES

Pupils should learn to

- explore how religious faith can inspire people and give them courage and support in times of difficulty

Programmes of Study from the Hertfordshire Agreed Syllabus of Religious Education

#### AT1 - Learning about religion

- Religious practices and lifestyles
  - 2.6 - to investigate the significance of religion in the local, national and global communities

#### AT2 - Learning from religion

- Human identity, personality and experience
  - 2.16 - about the significance of their own religious, cultural and family traditions in the light of the traditions of others
  - 2.19 - to understand what it means to belong to groups and how believers demonstrate commitment to a faith group
- Values and commitments
  - 2.23 - to reflect on ideas of right and wrong and their own and others' responses to them

#### LEARNING OUTCOMES

Pupils will be able to

- Identify what influences them, making links between aspects of their own and others' experiences (L3)
- Identify the impact religion has on people's lives (L3)
- Make links between their lives and the lives of inspirational people (L4)
- Explain, with reasons, their own and other people's views about human identity (L5)

## LESSON PLANS

Four lesson plans have been provided by Yad Vashem, the Holocaust museum in Jerusalem. They were written for teachers in many countries aimed at pupils from ages 8 – 10. Please adapt the planning accordingly to fit with the Hertfordshire Agreed Syllabus.

<http://www1.yadvashem.org/education/lessonplan/english/butterfly/butterfly.htm>

### Starters

- "How Big is a Million?" by Anna Milbourne and Serena Riglietti. It's not a Holocaust book - it's a KS1 counting book about a penguin, Pipkin, who wants to know how big a million is and so he asks - his mum who gives him 10 fish to count, some other penguins -100, he then meets a seal pup and makes a new friend - 1000, but still he doesn't know what a million is. Then his mum takes him out to look at the night sky and shows him the stars. In the back of the book is a pouch containing a HUGE (rug size) poster on which there are a million pinpoints of light. Start to talk about scale and how the Holocaust had to be brought down to thinking about the Individual. The poster can be used as a visual aid.
- Erika's story, stopping at various points and asking them to think of some "big questions".

### About this unit:

This RE unit provides opportunities for pupils to explore attitudes and values and to develop knowledge, skills and understanding that support inclusion, challenge racism and value diversity. Religious Education actively promotes the values of truth, justice and respect for all. It places specific emphasis on

- pupils valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- reflection on ideas of right and wrong / good and evil and their own and others' responses to them

## LINKS WITH OTHER SUBJECTS AT KS2

### ICT

Pupils can use ICT to find information and use ICT tools to present their findings.

### History

Pupils learn about the social, cultural, religious and ethnic diversity of societies in Britain and the wider world.

### English

Pupils

- read stories, poetry and non-fiction accounts from a range of cultures and traditions that explore the values, beliefs and experiences of different groups of people
- explore themes of cooperation, interdependence and conflict resolution through discussion and role play
- develop ways of using writing to help their thinking and review and comment on what has been read, seen or heard
- express hopes and dreams in poetry and narrative

**Estimated time for this unit:** Recommended two hours minimum teaching and learning time with flexibility to enhance the unit as appropriate. The unit can be incorporated into the RE scheme of work or planned as part of a wider topic involving other subjects such as PHSE, History, English, ICT and Drama.

**Where this unit fits in:** This unit builds on the Year 6 study of Christianity and Buddhism and continues to develop the attitudes and values promoted in 'Respect for All' across the curriculum and questions of suffering.

### ATTITUDES FOCUS

- **Self-awareness:** this unit provides for pupils to develop their awareness of their own beliefs
- **Open-mindedness:** this unit requires pupils to appreciate the views of others and challenges their thinking about racism and values in society

Prior learning	Vocabulary	Resources recommended for primary schools
<p><i>It would be helpful if pupils have:</i></p> <p>learnt about Jewish beliefs and practices</p> <p>discussed the teachings of Christianity and the values people might share</p> <p>participated in drama and role play</p> <p>heard extracts from the Diary of Anne Frank</p> <p>have listened to the Exodus of Moses from Egypt</p>	<p><i>In this unit, pupils will have an opportunity to use words and phrases related to:</i></p> <p><b>Religion:</b> <i>Linked to Year 5 Judaism Scheme of Work</i> Jews Sabbath Shabbat candles Spices Sabbath food Respect Racism Discrimination Holocaust</p> <p><b>Culture:</b> Poland Polish Jewish</p> <p><b>Religious study and shared human experiences:</b> Empathy Expression Interpretation Hopes and dreams Experience of war</p> <p><b>Artefacts:</b> Sabbath set/Tallit</p> <p><b>Key concepts:</b> Yellow star Ghetto Hiding place Righteous Gentiles Deportation Uprising</p>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• I Wanted to Fly like a Butterfly</li> <li>• Exodus 13 vv17-22</li> <li>• The Diary of Anne Frank</li> <li>• Martin Luther King – “I had a dream” speech</li> <li>• The Last Goodbye (Kindertransport) – a primary resource, available from the Jewish Museum, Finchley</li> <li>• I have not seen a butterfly around here? – ISBN 8085608189</li> <li>• Parallel Journeys – E Ayer – ISBN 0689832362</li> <li>• Memories of the Night – A Meyer Meinback &amp; M Kassenoff – ISBN 0867347775</li> <li>• Twenty and Ten – C H Bishop – ISBN 0140310762</li> <li>• Terrible Things – Eve Bunting – ISBN 0827603258</li> <li>• The Butterfly – Patricia Polacco – ISBN 0399231706</li> <li>• The Lily Cupboard – Shulamith Levey Oppenheim – ISBN 0064433935</li> <li>• Ten Thousand Children – Anne L Fox &amp; Eva Abraham-Podietz – ISBN 087441685</li> <li>• Passage to Freedom, the Sugihara Story – Ken Mochizuki – ISBN 1880000490</li> <li>• Flowers on the Wall – Miriam Nerlove – ISBN 0689506147</li> <li>• Rose Blanche – C Gallaz &amp; Roberto Innocenti – ISBN 0152009175</li> <li>• I am a Holocaust Torah – Rabbi Alex J Golman – ISBN 9652292362</li> </ul> <p><b>Useful websites:</b></p> <ul style="list-style-type: none"> <li>• The Jewish Museum, Finchley: <a href="http://www.jewishmuseum.org.uk">www.jewishmuseum.org.uk</a></li> <li>• Yad Vashem, Jerusalem: <a href="http://www.yadvashem.org">www.yadvashem.org</a></li> <li>• Anne Frank: <a href="http://www.annefrank.org.uk">www.annefrank.org.uk</a> Moral courage Pack, Anne Frank Trust UK</li> <li>• Holocaust Memorial Day: <a href="http://www.education.hmd.org/age-range/primary">www.education.hmd.org/age-range/primary</a></li> <li>• The Journey: <a href="http://www.holocaustcentre.net">www.holocaustcentre.net</a></li> </ul> <p><b>Audio, visual and video resources:</b></p> <ul style="list-style-type: none"> <li>• Martin Luther King footage/CD</li> </ul>

**Contributions to spiritual, moral, social and cultural development of pupils:**

This unit enables pupils to develop

- **Spiritually** by considering and beginning to evaluate the impact of belief upon people's lives
- **Socially** by taking into account the different ways people act towards each other and how they learn to respect each other
- **Culturally** by appreciating the ways in which faith in God shapes and motivates different communities across the world

**EXPECTATIONS****By the end of this unit**

<b>Nearly all pupils will be able to (L3):</b>	<ul style="list-style-type: none"> <li>• Use a range of vocabulary to ask questions and suggest answers to questions about injustice, oppression, hope and liberation</li> <li>• Identify what influences them, making links between their own and others' experiences</li> <li>• Recognise how moral values and religious beliefs can influence behaviour</li> </ul>
<b>Most pupils will be able to (L4):</b>	<ul style="list-style-type: none"> <li>• Identify and describe how prejudice can lead to discrimination</li> <li>• Raise and suggest answers to questions about the effect religious faith has on a person's life</li> </ul>
<b>Some pupils might be able to (L5):</b>	<ul style="list-style-type: none"> <li>• Explain the similarities and differences between two inspirational people who suffered discrimination</li> <li>• Express their own feelings about their insights into the lives of people who have been persecuted</li> </ul>