

Teaching Guide – Lesson 1- What Is Persecution?

Bell Ringer Quiz – This anticipatory set is “the hook” to start the lesson. All of the examples actually took place in 16th and 17th century England. The students answer “sure did” or “no way.” Hopefully, there will be students who answer “no way” for some of these. When they finish have them put the quiz away. This will be used again in “closing” the lesson.

BEGIN POWERPOINT

Slide 1 – The first slide is only shows part of a picture of a woman being whipped on the back of a cart. This was known as “Cart-Whipping.” Ask the student what they think might be going on in the picture. Throw out suggestions yourself.

Slide 2 – The slide clearly shows a woman being whipped from the back of a cart. Ask student what they think is going on. Once they’ve established that it is a person being whipped, ask them why they believe she was being “punished.” Then have them look closer and point out other items from the picture. The picture is actually the “seven of hearts” from a deck of cards. Try to steer students into identifying that if they aren’t seeing it on their own. This is a great way to begin a lesson on persecution because it shows plainly how accepted it was to persecute Quakers during the 17th century because it was even depicted on a playing card.

Slide 3 – Have the students speak on their knowledge of persecution. Maybe some have a good understanding, but most likely, many will have little or no idea, except from what they have seen on the first two slides.

Slide 4 – Discuss the definition displayed on the slide. There are powerful words in this definition: exterminate, drive away, subjugate, race... Ask the students if they think they could identify an example of persecution from what they know about the definition.

Pass out “Is it or Isn’t it” sheets – Explain that they will have to play detective and determine which of the passages they are about to read are examples of persecution and which are not. Then they must explain why. Pass out the “What it is What it isn’t” sheets.

Event 1 – Describes the torture of a priest named John Gerrard.

Persecution? Yes *Why?* tortured for religious beliefs

Event 2 – Describes a law that fines people for worshipping without “proper” Anglican materials or methods.

Persecution? Yes *Why?* fined for having a different religion

Event 3 – Describes the arrest of Anne Frank, family, and friends.

Persecution? Yes *Why?* Arrested and imprisoned for being Jewish

Event 4 – Describes the execution of Jack Sheppard a famous burglar in 18th century England.

Persecution? No, but his punishment is debatable *Why?* He was not killed for his religion, race, or beliefs. He stole from others.

Event 5 – Describes the arrest and execution of Leon Czolgosz. He assassinated President William McKinley.

Persecution? No, but punishment debatable *Why?* He was punished for murder.

Event 6 – Description of the imprisonment of Separatists in England.

Persecution? Yes *Why?* They were imprisoned for gathering together in practice of their religion.

Slide 5 – This slide gives three reasons WHY people persecute others. 1) Power and Control – a group will persecute others to gain control or maintain control. If people's beliefs challenge social norms it can eventually lead people to question authority. 2) Fear – sometimes people will persecute others because they fear what they don't understand. So, they attempt to get rid of the factors of fear in their society. Example: witch hunts. 3) Revenge and Hate – groups who blame others for their misfortunes will sometimes persecute out of revenge and hate. Example – Nazis persecution of the Jews.

Slide 6 – This is a “zoomed in” view of slide 7. Have the students describe what they see in the picture and what they think might be happening. Most likely, you will get more answers that have to do with torture and persecution.

Slide 7 – The picture shows the torture and death of David van der Leyen and Levina Ghyselins. They were executed for their Mennonite beliefs. These people were not Catholic, which was the state church of England at the time. I use this as a “power and control” example because religious leaders and government leaders executed dissenters to maintain control and to keep their power.

Slide 8 and 9– The picture shows the hanging of Bridgett Bishop in Salem, 1692. Fear gripped Salem in the late 17th century when girls were caught dancing naked in the woods while performing odd rituals. For one reason or another, the girls accused many community members of “possessing” them. Many of these people were tried and killed for being witches. Slide 9 shows an advertisement of a witch trial in England. It also gives a staggering statistic about the number of lives claimed by witch hunts.

Slide 10 and 11 – Slide 10 shows a picture of ovens used to burn the bodies of Jews during the Holocaust. Ask the students if they can guess what is in the picture. Then explain the ovens. Slide

11 is a picture of Adolf Hitler. Hitler blamed the Jews for his and Germany's problems and people listened. Revenge and hate led to murder of over 6,000,000 Jewish people.

Pass out "Why 'o Why?" opinion sheets. Explain to the students that they will be reading four examples of persecution. On the Why o Why sheet they must record why they believe the persecution took place: Power and Control – Fear – Revenge and Hate. Pass out the "Tell Me Why!" examples and give them time to read and complete the assignment.

Example 1 – Description of persecution against Quakers by local authorities. The description talks about enforcing the community's norms against disruptive forces. The reason for the persecution could be debated as either "control" or "fear." - Maintaining control over the population by enforcing the "norms," or punishing the "disruptive forces" out of fear. Fear of something different that isn't the "norm."

Example 2 – Description of anti-Quaker riots in England. Local authorities would unofficially organize riots against Quaker homes and businesses to maintain control and keep power (keep the social order).

Example 3 – Description of the arrest of 77 Separatists in England in 1568. The individuals that were imprisoned were released a year later under the agreement that they would "live in good order hereafter." It talks about the Separatists being a major threat. This could be seen as government officials trying to maintain CONTROL over the population.

Example 4 – Looks at the killing of Jews following the Black Plague in France, 1348. It describes how the Jews were seen as the "cause" of the plague with "intent to kill and destroy all of Christendom." REVENGE AND HATE – this example clearly is revenge and hate. The Jews were killed for being the "cause" of the deaths in the Black Plague.

