

# HOLOCAUST MEMORIAL

## Miami Beach

### Lesson Plan: Kristallnacht- Origins For Grades 9-12/Corresponding Panel #3

Time	Objectives & Activities	Standards / -Benchmarks
Lesson time allocation to be completed by teacher	<p><b><u>Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. The learner will develop a knowledge of the historical steps which led to Kristallnacht</li> <li>2. The learner will be able to describe what occurred on that night</li> <li>3. The student will understand why Kristallnacht is considered the beginning of the end</li> <li>4. The students will discuss why Kristallnacht was more than shattered glass</li> <li>5. The learner will perceive the apathy of the Western world</li> <li>6. The students will think about the effects that this had both for the non-Jewish and the Jewish communities</li> </ol>	<p>SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against population in Soviet Union, Nazi Germany and occupied territories.</p> <p>SS.912.W. 7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19<sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>
It is estimated that this lesson should take minutes.	<p><b><u>Materials:</u></b></p> <ol style="list-style-type: none"> <li>1. Powerpoint presentation –Kristallnacht               <ol style="list-style-type: none"> <li>a) Projector</li> <li>b) Printed handouts of powerpoint</li> </ol> </li> <li>2. <i>Witness to History</i> -DVD-Animated map-Kristallnacht</li> <li>3. Handouts-Individual eyewitness’ stories (attached)               <ol style="list-style-type: none"> <li>a) A personal memoir of a German citizen- Michael Bruce</li> <li>b) A letter by a firefighter</li> <li>c) Diary of a Jewish family-Husband Arrested, All alone (excerpted from <i>Shattered Crystals</i>)</li> <li>d) Kristallnacht at the Dinslaken Orphanage</li> </ol> </li> <li>4. Heydrich Secret Telegram</li> </ol>	<p>STRAND:</p> <p>LAFS.910.WHST: Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</p> <p>CLUSTER 3:</p> <p>LAFS.910.WHST.3 Research to build and present knowledge</p> <p>Benchmark</p> <p>LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research</p>
	<p><b><u>Procedures/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Project the Kristallnacht powerpoint onto whiteboard– Distribute students’ slide handouts (attached)               <ol style="list-style-type: none"> <li>a) Discuss the increase in restrictions on Jews in Nazi Germany from 1933-1938</li> <li>b) Describe Evian Conference of 1938 and the world’s reaction</li> <li>c) Explain the expulsion of Polish-German Jews to the border</li> <li>d) Prove how the assassination of Ernst Vom Rath was used as a pretext</li> <li>e) Depict what occurred in Germany and Austria on November 9-10</li> <li>f) Analyze the reactions of the Germans, the Jews, and the Western world to this event</li> </ol> </li> </ol>	

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	<p>2. Show <i>Witness to History</i> -DVD-Animated map-Kristallnacht</p> <p>3. Divide class into 4 groups. Each group will receive a handout of one eyewitness' story. Each group will read their story quietly. They will discuss and summarize. Taking the role of the eyewitness, one member of each group will describe the shocking events that he/she experienced to the rest of the class.</p>	<p>question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
	<p><b><u>Assessment and Creative Work</u></b></p> <ol style="list-style-type: none"> <li>1. How did Kristallnacht change the nature of Germany's persecution of the Jews?</li> <li>2. What did the events of November 9-10, 1938, force many German Jews to realize?</li> <li>3. How does the document- Heydrich Secret Telegram-disprove the Nazi claim that Kristallnacht was a spontaneous response to Vom Rath's assassination?</li> </ol>	
	<p><b><u>Follow Up (Homework, Reports, Etc., as needed)</u></b>          [To be Determined by the teacher – You may want to select some of the questions in the procedures to use as a follow up assignment.]</p>	

**NOTES:**

This plan explores **conflict** in real life, and can be used to teach both conflict in a literary setting, as well as incorporating the concept into world events.

**Article**

This article talks about a child who was whisked away from a train platform by a neighbor and hidden. The mother had already boarded a transport car. The survivor states in the article that the last conversation with her mother was an argument, and then they aware separated. The mother likely never knew what became of her child. This is an internal conflict, but is also surrounded by person vs society.

The article link is below:

Holocaust Survivors Connect After More Than 50 Years  
<https://shar.es/1GvD2i>

**ADAPTATIONS FOR ELL AND ESE STUDENTS**

- Read written directions orally before starting the assignment.

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- Have the student paraphrase instructions or show what to do.
- Repeat and simplify instructions for the student.
- Give step-by-step instructions with the steps outlined in writing.
- Assign a study buddy to help the student when needed (effective pairing)
- Group working.
- Assign extra time as needed.
- Grade content and mechanics separately.

### **\*Support for Reading/Strategic Imperatives:**

This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan:

<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>