

# HOLOCAUST MEMORIAL

## Miami Beach

### Lesson Plan: The Night of the Broken Glass (Kristallnacht) For Grade 3- 5/Corresponding Panel #3

Time	Objectives & Activities	Standards / -Benchmarks
Lesson time allocation to be completed by teacher	<p><b><u>Objectives:</u></b> By the end of the lesson the student will be able to:</p> <ul style="list-style-type: none"> <li>- Develop a caring nature for tolerance and acceptance.</li> <li>- Develop an appreciation and respect for diversity.</li> <li>- Develop an awareness of the similarities and differences among people (cultural, religious, etc).</li> <li>- Acknowledge that it is OK to be different.</li> <li>- Develop an awareness of the concept of stereotyping.</li> <li>- Recognize that people can live together in spite of certain cultural, religious, differences.</li> <li>- Learn what Kristallnacht meant in the life of Jews in Germany.</li> </ul>	<p>SS.3.A.1.1 Analyze primary and secondary sources</p> <p>SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.</p> <p>LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LAFS.3.R1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.R1.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.3.R1.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,</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. Chalkboard &amp;/or tablet and markers</li> <li>2. Writing material</li> <li>3. WIVIOTT, Meg. <u>Benno and the night of the broken glass.</u> Minneapolis, MN: KAR- BEN PUBLISHING, 2010.</li> <li>4. Paper, pen, pencils, poster-board, markers, etc.</li> <li>5. Computers, I-PADS, or similar</li> <li>6. Printer</li> </ol>	
	<p><b><u>Procedures/Activities:</u></b> Reading the book, discussion, learning historical content, summarizing, creative work.</p> <ul style="list-style-type: none"> <li>- The teacher shows the cover of the book to the students and asks them what they think the story is about. She writes the answers on the board.</li> <li>- The teacher asks her/his students if they think the title sounds positive or not, and why?</li> </ul> <p>These two steps are used in order to build schemata and as a basis for what it is about to come.</p> <p>While reading the book the teacher pauses, shows the illustrations, and asks questions to ensure comprehension.</p> <p>After reading the book the teacher asks the following questions:</p> <ol style="list-style-type: none"> <li>1. What is Benno’s life like? Does he have a comfortable life? Yes, No, and why?</li> <li>2. What did the Adler family do every Friday night?</li> <li>3. What did the Schmidt family do every Sunday morning?</li> <li>4. Were Sophie and Inge friends? How do you know?</li> </ol>	

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	<ol style="list-style-type: none"> <li>5. How things changed one night on Rosenstrasse?</li> <li>6. Why do you think Sophie and Inge did not go to school together?</li> <li>7. Who was affected during the Night of the Broken Glass?</li> <li>8. Who was not affected during the Night of the Broken Glass?</li> <li>9. What happened to Benno's Jewish friends?</li> <li>10. How does Benno feel at the end of the story?</li> </ol> <p><b>Post-reading discussion-</b> The last two pages of the book describe what Kristallnacht was in a historic, simple way and with a few pictures. This topic should be discussed with the students, who with the assistance of the teacher, can do some research and find appropriate photographs about the topic.</p> <p><b>Group activity:</b> Get the students into small groups and have them make a list of the characters in the book and have them explain the way they were treated differently. After that, the teacher should talk about standing up against injustice and try to create awareness and respect for people with cultural, religious differences, using examples of the day-to-day life.</p>	<p>including visually, quantitatively, and orally. <b>LAFS.3.W.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
	<p><b><u>Assessment and Creative Work</u></b> Choose between different activities (depending on Gardner's Multiple Intelligences Theory): make a drawing expressing what Kristallnacht means to you; write a letter pretending to be Benno and explaining his thoughts, emotions, and opinions, about what was happening; pretend to be Inge or Sophie and write a note, like in a personal diary, explaining your feelings; make a collage with photos and be ready to explain them; do something with arts and crafts related to the topic, etc.</p> <p>1.</p>	
	<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:**

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The study of the Holocaust has to be based on a spiral, age-oriented approach, which means that each Holocaust study unit has to be adapted to the students' age. At the same time, I decided to teach this unit based on the Mediation Model (L.S. Vygotsky), where there is an interaction among purpose, strategy, and reflection. And finally, I consider that the use of a picture book, in this case Benno and the Night of the Broken Glass is very appropriate for this age group because 1) the illustrations allow students to fill in around ideas in the text that they may not clearly understand; 2) it has a simple-progressive plot (the author builds the tension between the characters and the events, involving the reader); and 3) it contains straight forward characters.

### ACCOMMODATIONS-

- Give the student extra time.
- Make sure the student is facing you when you are speaking.
- Promote active involvement by asking questions or breaking up the lecture with small group interaction.
- Combine oral directions with pictures, words, or diagrams.
- Have the student paraphrase instructions or show you what to do.
- Repeat and simplify instructions for students.
- Assign a study buddy to help the student when needed.
- Help the student feel comfortable asking others for assistance whenever it is needed.

### **\*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>