

Lesson Title: “Kristallnacht”: The Night of Broken Glass – Primary and Secondary Sources

Lesson Details:		
<u>Unit:</u> Nazi Germany 1933-1941: The Pre-war and Early War Years		<u>Duration:</u> One to two 45-50 minute class periods
Lesson Notes for Teachers:		
By the night of November 9, 1938, German Jews had been experiencing social, political, and economic prejudice and discrimination for over five years. Still, some felt that the situation couldn't get much worse and that their best strategy would be to endure until the Nazi regime ended. <i>Kristallnacht</i> (The Night of Broken Glass), also known as the “November Pogrom” was a turning point for Jews because it shattered those illusions. The extreme violence and the organized nationwide nature of the supposedly spontaneous riots convinced many that the Nazis wouldn't be satisfied until the Jews were completely gone. It was an ominous foreshadowing of things to come.		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. What is the relationship between discrimination and violence? 2. Why might victims of discrimination still hope to maintain a home in the land of their oppression? What might change their minds? 3. Why would some people who disapprove of violence allow it to occur in their midst anyway? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 6 Identifying critical content	<u>X</u> Deepening or Practicing DQ3 Main Element: 17 Helping students examine similarities and differences	<u>X</u> Generating Hypotheses DQ4 Main Element: Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.6.W.1.3 Interpret primary and secondary sources.</p> <p>LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</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, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will use primary and secondary sources to understand the events of <i>Kristallnacht</i> , how they functioned as a turning point in the development of the Holocaust, and their impact on Jews, non-Jewish Germans, and the rest of the world.		
<u>2.0 Simpler Content</u> Students will: <ol style="list-style-type: none"> 1. Recall the events and list effects of the <i>Kristallnacht</i> pogrom and surrounding events on Jews and non-Jews in Germany. 2. Summarize primary and secondary source documents 	<u>3.0 Target</u> Students will: <ol style="list-style-type: none"> 1. Analyze the impact of the <i>Kristallnacht</i> pogrom and surrounding events on Jewish and non-Jewish Germans. 2. Interpret primary and secondary source documents describing the 	<u>4.0 More Complex</u> Students will: <p>Evaluate world responses to <i>Kristallnacht</i> and subsequent efforts to help victims of discrimination and violence to assess effectiveness and to apply lessons learned to future efforts.</p>

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<p>describing the <i>Kristallnacht</i> pogrom.</p> <p>3. Identify the changes to the status and situation of Jews within Nazi Germany based on the events and conditions described in the readings.</p>	<p><i>Kristallnacht</i> pogrom, assessing how the authors’ perspective effects the description of the event.</p> <p>3. Evaluate the position of Jews within Nazi Germany based on the events and conditions described in the readings.</p>	<p>Create a model system of response that could be used in the world to help victims of discrimination and escalating violence within a country or region to find safety within that society or refuge elsewhere. The model should take into account political social, and economic challenges that would need to be overcome to achieve lasting success.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on the selected text readings.
- Student written and oral discussion responses to the “*Kristallnacht*: Discussion Questions from Readings” worksheet questions.

Lesson Sequence:

Introduction/Hook: (May be done with students as a whole class or organized into small groups for discussion.)

Tell students that they will see and hear an interview excerpt from a German-Jewish survivor of the Holocaust giving a brief description of the aftermath of the *Kristallnacht* pogrom. This video testimony may be accessed from the USC Shoah Foundation’s iWitness website. (<http://iwitness.usc.edu/SFI/BrowseTopics.aspx>) From the main page, search for the term, “*Kristallnacht*” and select the testimony excerpt from Kurt Messerschmidt. It is 4 minutes and 26 seconds in length. If you want to access the full testimony, you will have to register with the site. Registration is free for teachers and will give you access to many full testimonies as well as educational materials and activities. Give yourself a few days to register and become familiar with the site prior to teaching this lesson.

Play the video selection.

Ask students to summarize Kurt’s interpretation of the reaction to *Kristallnacht* by the non-Jewish bystanders in his area.

If you plan to devote only one class period to this lesson, then use the video for introduction purposes only. If you plan to use two class periods, then you may extend the discussion of Kurt’s testimony to explore his interpretation of personal and collective responsibility in greater depth.

Instruction Steps:

1. Introduce the topic of *Kristallnacht* by telling students that they are about to learn about a major turning point in the development of the Holocaust. The readings will not only describe *Kristallnacht*, but also events leading up to and coming after it.

Note: The wearing of the “yellow badge” was implemented at different times throughout areas under Nazi control. It became law in occupied Poland before it was required in Germany. The reason this chapter is included in the lesson on *Kristallnacht* is that the first official suggestion that Jews should be labeled

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nationwide in this way was brought up at a meeting of Nazi leaders held as a follow-up to *Kristallnacht*. Labeling can thus be seen as part of the process of destruction.

2. Read aloud the section entitled “Night of Broken Glass” from Tell Them We Remember: The Story of the Holocaust.
3. Pass out the textbook The Holocaust: A History of Courage and Resistance and assign Chapters 2, 3, and 4 for reading. (If you do not have access to a class set of this text from the Holocaust Center trunk, other readings may be selected from online sources. There are high quality text (as well as multimedia) sources available through the website of the US Holocaust Memorial Museum. The link to one example follows: (<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>)
4. Pass out the handouts: “Riots of *Kristallnacht* – Heydrich’s Instructions, November 1938” (Heydrich’s instructions may also be viewed at http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%201993.pdf) and “Description of the Riot at Dislaken” (This document may also be viewed at <http://www.yadvashem.org/docs/riot-at-dinslaken>)
5. Upon completion of the readings, pass out the worksheet “*Kristallnacht*: Discussion Questions from Readings” and have students complete the responses individually or in small groups.
6. Discuss student responses to the questions in class, making sure to give each student and/or group chances to contribute to the discussions and to respond to one another.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selections into smaller chunks and check for understanding at key points.

The teacher may use non-text sources to supplement student understanding of the texts.

The teacher may identify key terms in the texts and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about the events of *Kristallnacht* at the beginning of the lesson to help students successfully interpret the texts.

Extended Learning:

- The map on page 12 (map #6) in Holocaust: Maps and Photographs provides an excellent review of the persecution of Jews up to 1938. This map-based review becomes even more powerful in comparison with the map on pages 27 and 28 (map # 13) that shows the plight of Jews seeking to leave Europe.
- There are excellent web-based presentations on *Kristallnacht* on the United States Holocaust Memorial Museum web site at www.ushmm.org and at the website of Yad Vashem at www.yadvashem.org. Both sites allow searching by the term “*Kristallnacht*”, which will give you access to the resources. If you have classroom access to the Internet, you may choose to explore these sites as a group. If not, you could recommend them on an individual basis.
- Students may research the reactions of other nations and groups in the world to the events of *Kristallnacht* to assess whether there were successful efforts to help Jewish victims to find refuge outside of Germany. Research may also be directed toward identifying lessons that were learned from the responses to this event that were applied to subsequent humanitarian crises.

Resources and Materials:

1. Tell Them We Remember: The Story of the Holocaust by Susan Bachrach
2. The Holocaust: A History of Courage and Resistance by Bea Stadtler
3. Holocaust: Maps and Photographs by Martin Gilbert
4. Worksheet: “*Kristallnacht*: Discussion Questions from Readings”

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5. Handouts: “Riots of *Kristallnacht* – Heydrich’s Instructions, November 1938” and “Description of the Riot at Dislaken”
6. <http://iwitness.usc.edu/SFI/>
7. www.ushmm.org
8. www.yadvashem.org