

## DIDUNO Lesson Plan – Kristallnacht

Key Learning Areas	Stage/Year	Duration
History	Stage 5/Year 10	1 lesson
Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>Why does this learning matter?</b> This unit looks at how Indigenous people in Australia immediately prior to WW2 could empathize with the suffering of others around the world.</p> <p><b>How does it relate to prior learning?</b> This unit provides context for the plan to exterminate Jews as evidenced in the holocaust.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i> Explain the contribution of Uncle William Cooper to identifying and confronting a sense of injustice.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>The motivations and contributions to public life made by Uncle William Cooper's concern for justice.</li> <li>The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.</li> </ul>	<p><b>INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How did the nature of global conflict change during the twentieth century?</li> <li>What were the consequences of World War II? How did these consequences shape the modern world?</li> <li>How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What would an Indigenous man in Australia know about politics in Europe?</li> <li>To what extent was Uncle William Cooper's protest successful?</li> </ul>
	<i>Acquisition</i>	
<p><b>OUTCOMES and CONTENT DESCRIPTORS</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Lesser known, home-grown movements for rights and freedom in the world.</li> </ul>	<p><b>Historical Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</li> <li>Identify and select different kinds of questions about the past to inform</li> </ul>	

		historical inquiry <ul style="list-style-type: none"> <li>Identify and analyse the perspectives of people from the past</li> <li>Identify and analyse different historical interpretations (including their own)</li> </ul>
Learning Plan		
Title – Kristallnacht and the Christian Connection	<b>Resources</b>	
	'Kristallnacht and the Christian Connection' ppt 'Kristallnacht and the Christian Connection' text 'Kristallnacht See, Think, Wonder' DIDUNO activity resource	
<b><i>Summary of Key Learning Events and Instruction</i></b>		
<p>Teacher shows the ppt 'Kristallnacht and the Christian Connection'.</p> <ul style="list-style-type: none"> <li>Teacher presents Essential Question 1 (EQ1) - What would an Indigenous man in Australia know about politics in Europe?</li> </ul> <p>Class reads through 'Explorer Sturt and the Christian Connection as</p> <ul style="list-style-type: none"> <li>Modelled teacher reading</li> <li>Group reading/Paired reading</li> </ul> <p>Students answer questions related to the text.</p> <ol style="list-style-type: none"> <li>How did this Indigenous protest come about? Put a list of events in chronological order.</li> <li>Why does it matter that a protest was made?</li> <li>How might this protest look from Hitler's point of view?</li> <li>What was Uncle William Cooper trying to make people see?</li> <li>How can I know if protesting injustice is worthwhile?</li> </ol> <ul style="list-style-type: none"> <li>Teacher presents EQ2 - To what extent was Uncle William Cooper's protest successful?</li> <li>Students complete the 'See, Think, Wonder' activity, reflecting on the point of view others might have, and how they might reconsider issues in the light of other people's ideas.</li> </ul>		