

Lesson Plan – Kristallnacht

Key Learning Areas	Stage/Year	Duration
History	Stage 5/Year 10	1 lesson
Desired Results		
<p>ESTABLISHED GOALS</p> <p>Why does this learning matter? 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>How does it relate to prior learning? This unit provides context for the plan to exterminate Jews as evidenced in the holocaust.</p>	Transfer	
	<p>Students will be able to independently use their learning to... Explain the contribution of Uncle William Cooper to identifying and confronting a sense of injustice.</p>	
	Meaning	
	<p>UNDERSTANDINGS Students will understand ...</p> <ul style="list-style-type: none"> • The motivations and contributions to public life made by Uncle William Cooper’s concern for justice. • The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. 	<p>INQUIRY QUESTIONS</p> <ul style="list-style-type: none"> • How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period? <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What would an Indigenous man in Australia know about politics in Europe? • To what extent was Uncle William Cooper’s protest successful?
	Acquisition	

OUTCOMES and CONTENT DESCRIPTORS

Students will know...

- Lesser known, home-grown movements for rights and freedom in the world.

Historical Skills

Students will be able to...

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify and select different kinds of questions about the past to inform historical inquiry
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)

Learning Plan

Title – Kristallnacht and the Christian Connection

Resources

- ‘Kristallnacht and the Christian Connection’ ppt
- ‘Kristallnacht and the Christian Connection’ text
- ‘Kristallnacht See, Think, Wonder’ DIDUNO activity resource

Summary of Key Learning Events and Instruction

Teacher shows the ppt 'Kristallnacht and the Christian Connection'.

- Teacher presents Essential Question 1 (EQ1) - What would an Indigenous man in Australia know about politics in Europe?

Class reads through 'Kristallnacht and the Christian Connection' as

- Modelled teacher reading
- Group reading/ Paired reading

Students answer questions related to the text.

1. How did this Indigenous protest come about? Put a list of events in chronological order.
2. Why does it matter that a protest was made?
3. How might this protest look from Hitler's point of view?
4. What was Uncle William Cooper trying to make people understand?
5. How can I know if protesting injustice is worthwhile?

- Teacher presents EQ2 - To what extent was Uncle William Cooper's protest successful?
- 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.