

BIAS-MOTIVATED VIOLENCE

Title: Kristallnacht - Bias-Motivated Violence Grade: WHG & USHG / 9 - 12	Timeframe: 1-2 Class Periods (45-60 minutes per class period)
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<p>Michigan Social Studies Standards</p> <p>F1 Recognizing that perspectives are shaped by different experiences across time and space.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>WHG 7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II.</p> <p>WHG 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to genocide.</p> <p>WHG CG4 Conflict, cooperation, and security: Causes of and responses to ethnic cleansing/genocide/mass killing</p> <p>C3 Inquiry Standards:</p> <p>D1.1.9-12 Explain how a question reflects an enduring issue in the field</p>	<p>Learning Targets (I can...):</p> <ol style="list-style-type: none">1. Understand and analyze how oral histories are a primary source2. Compare and contrast different stories within a historical event3. Connect oral histories to primary source documents4. Understand how bias, acts of bias, and discrimination can lead to bias-motivated violence.
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D1.5.9-12

Determine the kinds of sources that will be helpful in answering compelling and supporting questions

D2.His.1.9-12

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

D2.His.4.9-12

Analyze complex and interacting factors that influenced perspectives of people during different historical eras

D2.His.5.9-12

Analyze how historical contexts shaped and continue to shape people's perspectives

D2.His.6.9-12

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.11.9-12

Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D3.1.9-12

Gather relevant information from multiple sources

D4.1.9-12

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources.

D4.2.9-12

Construct explanations using sound reasoning, correct sequence, examples, and details

Common Core Standards for English Language Arts

CCSS.ELA-LITERACY.RI.9-10.1/RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.3/RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.9-10.7/RI.11-12.7

Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.1.A/W.11-12.1A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B/W.11-12.1B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Materials/ Technology:

Testimonies: (From the Holocaust Memorial Center's Oral History Department)

Source A - [Joseph Findling](#)

Source B - [Fred Findling](#)

Source C - [Joseph Haberer](#)

Source D - [Jonas Lore](#)

Source E - [Hans R. Weinmann](#)

Graphic Organizer:

Source F - 5 Circle Web

Artifacts: (From the Holocaust Memorial Center’s collection)

Source G - Image of Hans Weinmann

Source H - Movement for the Care of Children From Germany Document

Source I - National Refugee Service Document

Hook:

[Definition of a hate crime](#) - American Psychological Association

[Joseph Haberer testimony](#) - From the collection of the Holocaust Memorial Center

Modeling:

[“The Kristallnacht Pogrom”](#) - Echoes and Reflections

[Heydrick’s Instructions, November 1938](#) - Echoes and Reflections

Review:

Pyramid of Hate
Biased attitudes, acts of bias, and discrimination

Misconceptions:

Acts of violence do not have to cause bodily harm. Acts of violence could be destruction of property as well as a threat of bodily harm.

Vocab:

Hate crime
Kindertransport
Kristallnacht
Pogrom
Upstander

Essential Questions:

1. What are some examples of biased-motivated violence?
2. How do oral stories add to an artifact’s story?
3. How do prior levels of the Pyramid of Hate lead to biased acts of violence?

Hook:

Explain what a hate crime is to students.

- Hate crimes are an extreme form of prejudice, made more likely in the context of social and political change. Public and political discourse may devalue members of unfamiliar groups, and offenders may feel that their livelihood or way of life is threatened by demographic changes. Offenders may not be motivated by hate, but rather by fear, ignorance or anger. These can lead to dehumanization of unfamiliar groups and to targeted aggression.

<https://www.apa.org/advocacy/interpersonal-violence/hate-crimes>

Provide a historical example of a hate crime connected to the Holocaust.

- Mr. Haberer's parents took in a baby boy, Eric, as a three month old infant whose mother had a relationship with a Hungarian student in 1934 and had the baby out of wedlock. She gave her child to Eric's parents, who may have been her distant cousins. The baby was colicky and cried all the time, taking all the attention away from Mr. Haberer. This adoption brought in money from a Jewish agency. Mr. Haberer's father was collecting unemployment which was embarrassing to Mr. Haberer, remembering that the German kids stoned him and he was caned in school.
<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/haberer-joseph/>
- What led to the escalation of violence to this degree?

Modeling:

- Introduce Kristallnacht
 - Share and read the "[The Kristallnacht Pogrom](#)" [student handout](#) from Echoes and Reflections
 - Define the term pogrom (definition from Echoes and Reflections)
 - Originally a Russian word meaning "devastation" used to describe organized, large-scale acts of violence against Jewish communities, especially the kind instigated by the authorities in Czarist Russia.
 - Explain that this event was a turning point because bias and discrimination turned violent.
 - Kristallnacht was one of the first organized actions of violence in relation to the Holocaust
 - Give an example: [Heydrick's Instructions, November 1938](#)

Activities/cooperative learning:

Students will be split up into five different groups and assigned one oral history each.

Source A - [Joseph Findling](#)

Source B - [Fred Findling](#)

Source C - [Joseph Haberer](#)

Source D - [Jonas Lore](#)

Source E - [Hans R. Weinmann](#)

Students will read the assigned history then give a short presentation to the class summarizing the story and what occurred. As groups are presenting, students will take notes using the 5 Circle Web graphic organizer (Source F).

Following the ending of the presentations, the teacher will facilitate a discussion among students regarding the similarities and differences of the testimonies. Students will use the notes from their graphic organizer to help with the discussion.

Independent Practice:

- Students will look at a specific family's response to bias-motivated violence.
- After Kristallnacht, Hans Weinmann's family sent him to England as part of the Kindertransport and his parents were able to leave Germany in 1939. Hans was able to rejoin his parents a year later.
- Show the photo of Hans Weinmann (Source G)
- Provide students with photos of two artifacts:
 - Movement for the Care of Children from Germany (Source H)
 - Letter from the National Refugee Service (Source I)
- Have students develop an argument that knowing the story of Hans Weinmann adds to their understanding of the artifacts. Students will reference specific portions of the two documents to support their argument.

Closure: (exit ticket, quickwrite, etc.)

Students will write a journal entry explaining the importance of early intervention and being an upstander. Students will reference specific portions of the Pyramid of Hate in their explanation and give specific examples from the stories told through artifacts.

Source A: Joseph Findling

In October 1938 Findling's father was deported to Poland. Less than a month later, on November 10, 1938, Findling witnessed Kristallnacht and described the looting and burning of stores and synagogues in his neighborhood.

<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/findling-joseph/>

Source B: Fred Findling

Since his father had not been able to acquire Germany citizenship, his father became part of the general round-up of Jews without German citizenship in October 1938 and deported to Poland. In departing his father designated his older brother, Joseph, then ten years old, as the head of the household, a psychological burden that remained with his brother for the rest of his life. During the events of Kristallnacht, Mr. Findling witnessed the destruction of a synagogue. Subsequently, he and his siblings hid under their beds whenever there was a knock on their apartment's door to avoid being picked up by the Nazis.

<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/findling-fred/>

Source C: Jonas Lore

During Kristallnacht, the government-organized mass riots against Jews on November 9 and 10, 1938, her family, then living in Wahren, was rounded up with all other Jews and marched to the police station. She recalls that a gun was held against her head as a threat to induce her to move faster. After interrogation at the police station, she and many others were released. Her father was put in a jail in downtown Leipzig because, she believes, the concentration camps were filled to capacity. He was in jail about 3 to 4 weeks and then released upon commitment to leave Germany.

<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/jonas-lore/>

Source D: Joseph Harberer

During Kristallnacht everything in the town's only synagogue was smashed. Shortly thereafter, the men in the town were shipped to Dachau. Mr. Harberer left Germany two weeks later. His parents wanted to leave, but couldn't. Because his father had connections, he arranged to have Mr. Harberer sent on the Kindertransport.

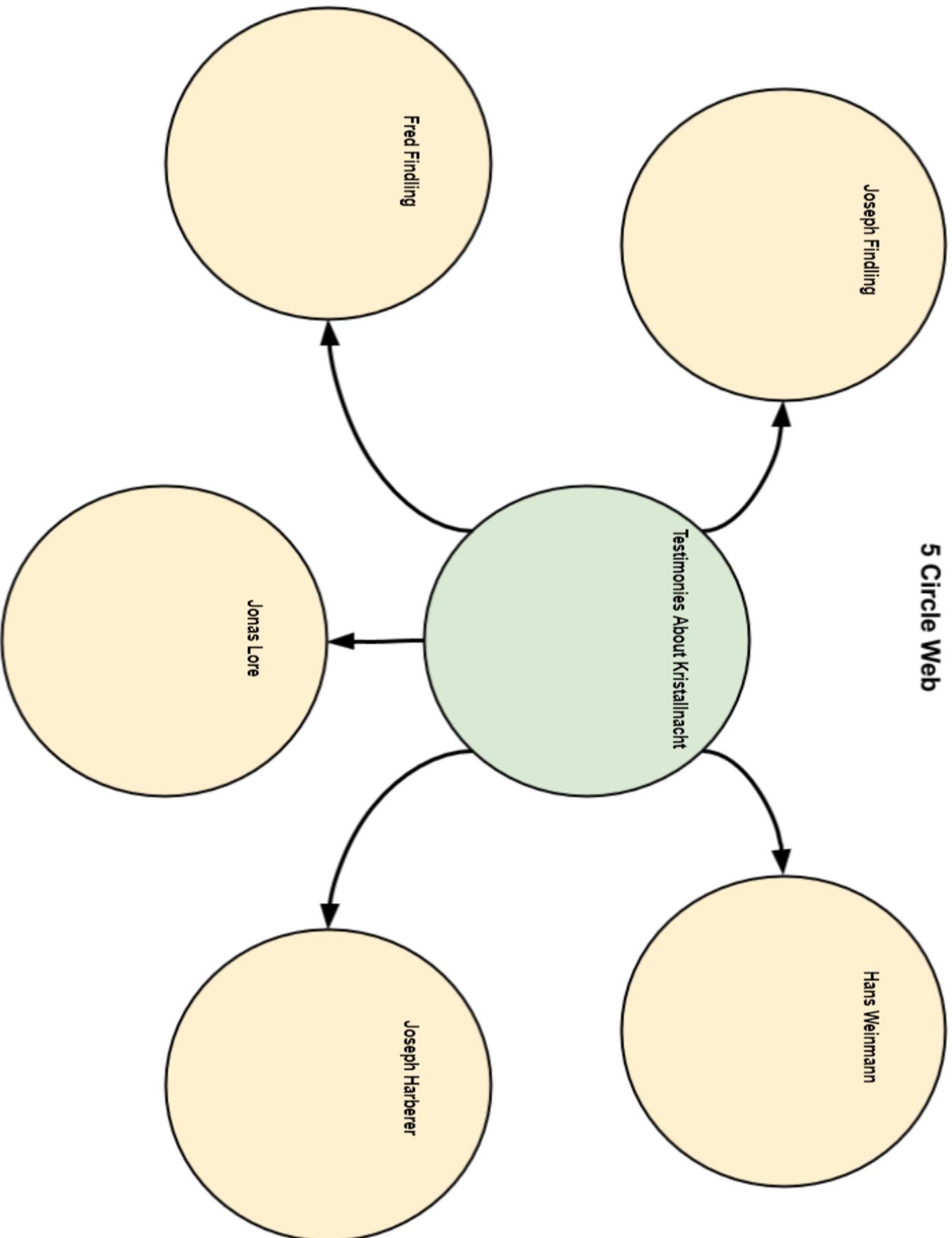
<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/haberer-joseph/>

Source E: Hans R. Weinmann

On November 10, 1938, Kristallnacht, Weinmann witnessed the arrest of his father by two Gestapo agents. His father was imprisoned in the Dachau concentration camp, but was released about two months later with the specific requirement that he leaves the country within ninety days. Weinmann believes that his father was released because of his army service; he was decorated and wounded during World War I. Further details are given in the interview.

<https://www.holocaustcenter.org/visit/library-archive/oral-history-department/weinmann-hans-r/>

5 Circle Web



Source F: Five Circle Web

Source G: Photo of Hans R. Weinmann



Source H: Letter from Movement for the Care of Children from Germany to Hans
Weinmann

MOVEMENT FOR THE CARE OF CHILDREN FROM GERMANY, Ltd.
BRITISH INTER-AID COMMITTEE

Telephone : MUSeum 2900 Ex 69

BLOOMSBURY HOUSE,
BLOOMSBURY STREET,
LONDON, W.C.1.

PLEASE QUOTE

RE-EMIGRATION/VW/CBS/69

May 14th, 1940.

Mr. Heinz Weinmann,
14, Woodfield Avenue,
Streatham Hill,
S.W.16.

Dear Hans Weinmann,

We have booked you on a boat leaving Liverpool on Wednesday, May 22nd. You will have to go to Liverpool on the 10.30 A.M. train on Tuesday, May 21st, and will spend one night in the care of the Liverpool Children's Refugee Committee at the Dorchester Hotel, Rodney St., Liverpool. You will be travelling in the care of Mr. and Mrs. Nathan, who will meet you at Euston Station, opposite the Enquiry Desk in the Central Hall at 9.45 A.M., on Tuesday, May 21st. I shall be there at the same time to hand over your tickets and documents.

A van will call for your luggage on Friday, May 17th. Please have it ready and label it with the enclosed labels.

Yours sincerely,

B. Howard

for
Mrs. Lorna Phipps
Re-Emigration Dept.,
Room 72.

Source I: National Refugee Service Letter to Hans Weinmann's Parents

CABLES: NACOMREF, NEW YORK
TELEPHONE: BRYANT 9-2102

NATIONAL REFUGEE SERVICE, INC.

AN ORGANIZATION DESIGNED TO CARRY ON THE ACTIVITIES OF THE NATIONAL
COORDINATING COMMITTEE FOR REFUGEES AND CERTAIN OF ITS AFFILIATES

165 WEST 46TH STREET
NEW YORK CITY

May 24, 1940.

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Mr. & Mrs. Gustav Weinmann,
c/o Paperman,
2479 Bedford Avenue,
Brooklyn, N.Y.

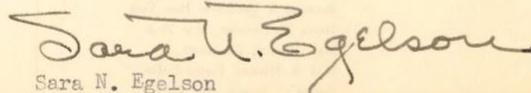
Re: Hans (16 years)

My dear Mr. & Mrs. Weinmann:

We have just been advised by the Movement for the Care of Children from Germany, Ltd., London, England, that your son, Hans, is sailing with a group of children on a Cunard steamer.

Will you kindly call to see me at the office, as there is a matter of importance, I wish to discuss with you.

Sincerely yours,



Sara N. Egelson
Room 504
Migration Department

Sara N Egelson/ms

Telephone:
Bryant 9-2102, Ext. 341.