

The Holocaust Through Primary Sources

Introduction

Gripping primary source accounts from Holocaust victims, some who survived, and some who did not, as well as from bystanders and perpetrators, offer readers an emotional, in-depth look at major events of the Holocaust. Individual experiences by ordinary people make for engaging text that keeps readers interested. Each book in *The Holocaust Through Primary Sources* series contains accounts from men, women, and children, interspersed with vivid color photos of primary source items and black-and-white period photos. As students read, they will use critical-thinking skills, such as comparing and contrasting, identifying sequence, and making inferences.

National Standards

This series supports [Social Studies](#), and [Language Arts](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Included in this teacher's guide are activities linking to Reading/Language Arts, Social Studies, and the Arts. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

ATOS Reading Level: 7.7

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Teacher's Guide for

[Kristallnacht: The Nazi Terror That Began the Holocaust](#)

In November 1938, the Nazis led violent attacks against Germany's Jews known as *Kristallnacht*, the "Night of Broken Glass." Nazis destroyed thousands of Jewish homes and businesses, burned down hundreds of synagogues, and murdered many people. After a few days, these brutal acts ended, but they were the start of something much worse: the Holocaust. In this book, readers find first-hand accounts of this pogrom from victims, witnesses, and perpetrators of the attacks.

Before Reading

Remind students that good readers preview a book to find out what they might learn and what they already know about the subject. Allow time for them to read to the title, study the cover photo, and browse pages to note the chapter headings, primary source photos, captions, sidebars, map, Timeline, Chapter Notes, Glossary, and Index. Then have students do a *Quick Write* to this prompt: *Imagine that a group of enemy soldiers with rifles crashing through your front door. Write about how you would react.* After reading, students will share their writing efforts.

During Reading

Review with students that in a sequence text structure, an author describes events in the order in which they happen. Sometimes the author uses dates and words or phrases like *soon*, *next*, *around the same time*, *began*, *after*, or *later* to signal sequence, but other times readers must infer the sequence from details in the text. Have students use stickies to mark the sequence of events in a chapter, numbering the stickies in time order. After reading each chapter, students can use the stickies to summarize.

As students read, ask them to look for the following:

- Examples of German propaganda
- Primary source photos documenting the destruction of Kristallnacht
- A map showing areas where synagogues were destroyed
- A quotation from a German firefighter about his duties on Kristallnacht
- A journal entry by the Nazi minister of propaganda
- Information about the Kindertransport from Germany
- Details of how one victim got revenge

After Reading

Invite students to share their *Quick Writes*. Encourage good writers to flesh out their short stories into longer tales. To elicit personal responses, ask: *What was the most interesting fact you learned from this book? Do you think reading a book like this would help people learn to be more tolerant of others? Why or why not? In your own words, what happened on Kristallnacht?* Prompt further discussion with questions, such as: *If you were to be deported, what items would you take with you? If you decided to resist being deported, what would you do to get away?*

Use the Reading/Language Arts, Social Studies, and Arts activities on the next page. Make copies of the Handout and Assessment pages that follow for students to do in class or as homework. **Answers: Handout** 1. emigrate/f, 2. gestapo/h, 3. ghetto/g, 4. Kristallnacht/a, 5. pogrom/c, 6. Dachau/b, 7. kapo/d, 6. synagogue/e. **Assessment** 1. D, 2. B, 3. B, 4. D, 5. A, 6. C, 7. B, 8. D, 9. C, 10. A.

Curriculum Links

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts Activities

1. On page 114, the author says that *Kristallnacht* is a *euphemism*. Review that a euphemism is figurative language: a mild or vague term substituted for one that could be offensive. Give a few examples: *My uncle **passed away***. (died) *She's from a **working class** family*. (poor) *This car is **pre-owned***. (used) Then have students tell what these euphemisms mean: *between jobs* (out of work), *let go* (fired), *frugal* (cheap), *substance abuser* (addict), *service interruption* (power outage), *couch potato* (lazy), *vintage* (old). Ask students to suggest other euphemisms they know.
2. Ask pairs of students to search the Internet for 8-10 headlines about Kristallnacht in old U.S. and foreign newspapers. Then have partners create a blog evaluating and comparing the headlines. Do the headlines from different nations show bias? What reaction is the headline designed to get from readers? How does a writer get the greatest effect with the fewest words? Writing should be well organized, and students should include visuals of the headlines they chose, with proper citing.

Social Studies Activities

1. Revisit the map on page 14 and ask questions such as: *Which city where Kristallnacht raids occurred was the furthest south?* (Klagenfurt, Austria) *the furthest east?* (Koenigsberg, East Prussia) *What country is directly south of East Prussia?* (Poland) *What two seas lie off the coast of Germany?* (North Sea, Baltic Sea)
2. *Propaganda* is a form of communication often used to mean false or misleading persuasion, but people use propaganda to sell everyday products and to persuade people to vote. The Nazis made astute use of posters as propaganda, placing them where large numbers of people would see them. Discuss the samples in the book, then have students work in groups to search the Internet for more examples of Nazi propaganda. Invite groups to present their results in one of the following ways:
 - a written essay including a summary of the research, copies of the visuals with proper citing, and an analysis of what effect the propaganda was designed to evoke.
 - a photo essay of 5–19 propaganda images on a large poster, with a brief caption for each photo that explains the image, puts it in context, and cites its source.
 - a PowerPoint™ presentation. Remind students that they are limited to just a few facts on each side of a slide.
 - a Web page. Pages should have well-organized and accurate information and include relevant visuals.

Arts Activity

Have groups of students write one-act plays about *Kristallnacht*. Explain that scripts should convey violence without having actors involved in violent action. For example, some characters might talk about what happened, citing broken glass, destroyed shops, burning synagogues, and arrests. Characters playing the enemy could taunt and even arrest other characters, using stage-holds that don't involve real pushing or pulling. Let each group perform its play for the class. If possible, videotape the performances so students can assess their work.

Handout

Crack the Code

Use the Code key below to help you figure out each word. Then draw a line to match it with its description.

| | | | | | | | | | | | | | | | | | |
|---|---|----|---|---|----|---|----|----|----|---|---|----|----|---|---|----|----|
| A | C | D | E | G | H | I | K | L | M | N | O | P | R | S | T | U | Y |
| 6 | 8 | 10 | 3 | 1 | 17 | 4 | 18 | 16 | 12 | 7 | 9 | 11 | 15 | 2 | 5 | 14 | 13 |

1. 3 12 4 1 15 6 5 3

a. "Night of the Broken Glass"

2. 1 3 2 5 6 11 9

b. concentration camp

3. 1 17 3 5 5 9

c. violent action usually aimed at a particular ethnic or religious group

4. 18 15 4 2 5 6 16 16 7 6 8 17 5

d. prisoner in charge of a concentration camp barrack

5. 11 9 1 15 9 12

e. house of worship for the Jewish faith

6. 10 6 8 17 6 14

f. leave one country and settle in another

7. 18 6 11 9

g. walled section of a city in which Jews were forced to live

8. 2 13 7 6 1 9 1 14 3

h. Nazi political police

Kristallnacht

Assessment

Circle the letter that best completes the statement or answers the question.

- Which rights did the Nazis take from German Jews?
 - German citizenship
 - the right to marry non-Jewish Germans
 - the right to own a business
 - all of the above
- Herschel Grynszpan shot Ernst vom Rath because _____.
 - vom Rath set fire to the synagogue
 - Grynszpan's family had been deported
 - Grynszpan and vom Rath both loved the same woman
 - vom Rath stole Grynszpan's business
- Goebbels ordered the soldiers to stop burning Hebrew prayer books.
 - True
 - False
- Which did Hitler believe belonged in his "Aryan master race"?
 - Gypsies
 - the physically disabled
 - homosexuals
 - none of the above
- Students study sacred Jewish texts at a yeshiva.
 - True
 - False
- The word *quota* means _____.
 - a game in which rope rings are pitched at a stake
 - a unit of volume equal to two pints
 - a limited number
 - the exact words someone said
- Emigrate* is a synonym for *return*.
 - True
 - False
- The author implies that Goebbels had all these characteristics **EXCEPT** _____.
 - intelligent
 - a gifted speaker
 - a liar
 - benevolence
- The Nazis believed their solution could be found through _____.
 - clarification
 - elucidation
 - extermination
 - compromise
- Sometimes, propaganda can be used for good reasons.
 - True
 - False