

Exploring the Complexities of Kristallnacht in Your Classroom

Leora Schaefer, Executive Director, Canada

leora_schaefer@facinghistory.org

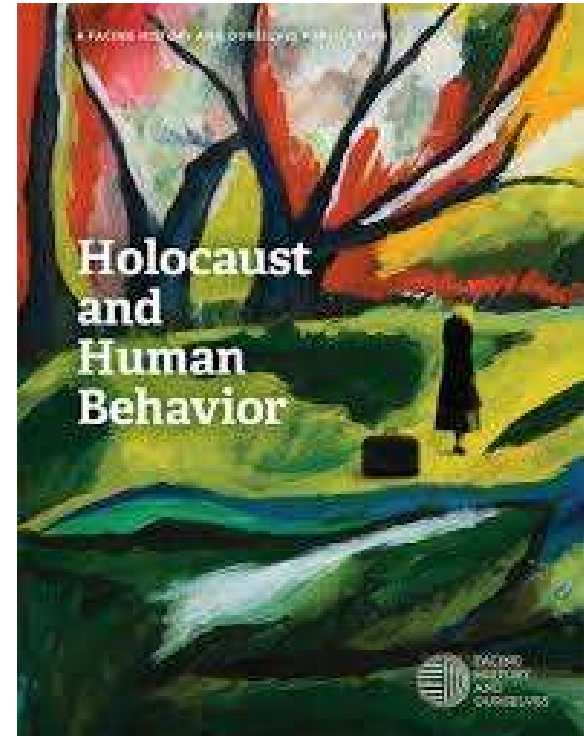
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People make choices. Choices make history.

I acknowledge that we are meeting on land that has been inhabited by Indigenous People from the beginning. I am grateful for the opportunity to meet here and we thank all the generations of people who have taken care of this land - for thousands of years. Long before today, as we gather here, there have been Indigenous People who have been the stewards of this place. In particular, we acknowledge that this is the traditional unceded territory of the Algonquin Anishnaabeg people. We recognize and deeply appreciate their historic connection to this place. We also recognize the contributions of Métis, Inuit, and other Indigenous peoples have made, both in shaping and strengthening this community in particular, and our province and country as a whole.

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Agenda

- 1) Welcome and Overview
- 2) Dinner (6:00'ish)
- 3) Universe of Obligation
- 4) Kristallnacht – The November 1938 Programs
- 5) Readings and Jigsaw
- 6) Sharing

End of Night



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Mission Statement

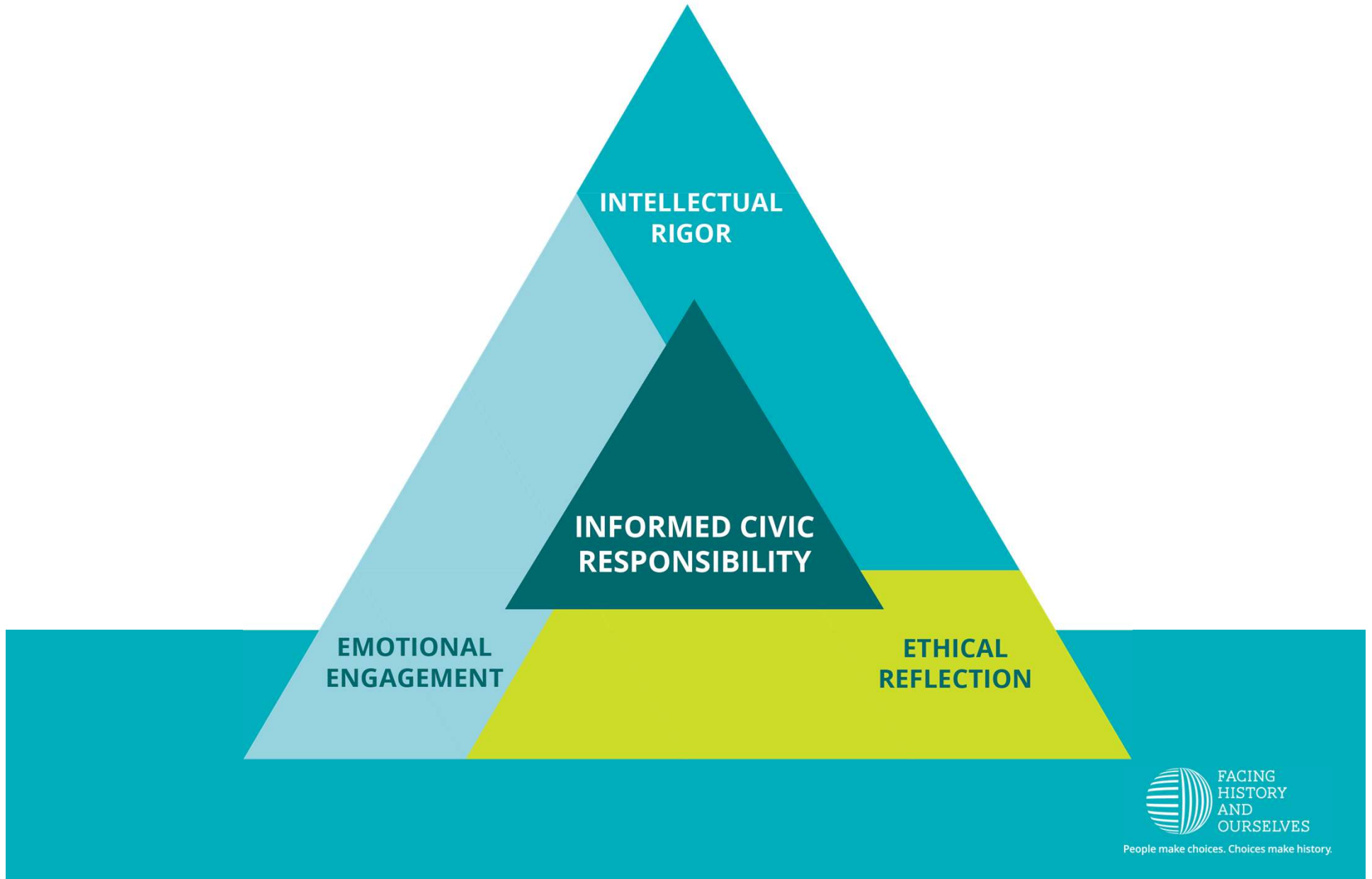
Facing History and Ourselves is an international educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.



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OUR PEDAGOGICAL TRIANGLE





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Jonathan Lykes

Why do we teach
about
Kristallnacht?

What is the learning we want
students to take away from a
study of Kristallnacht?

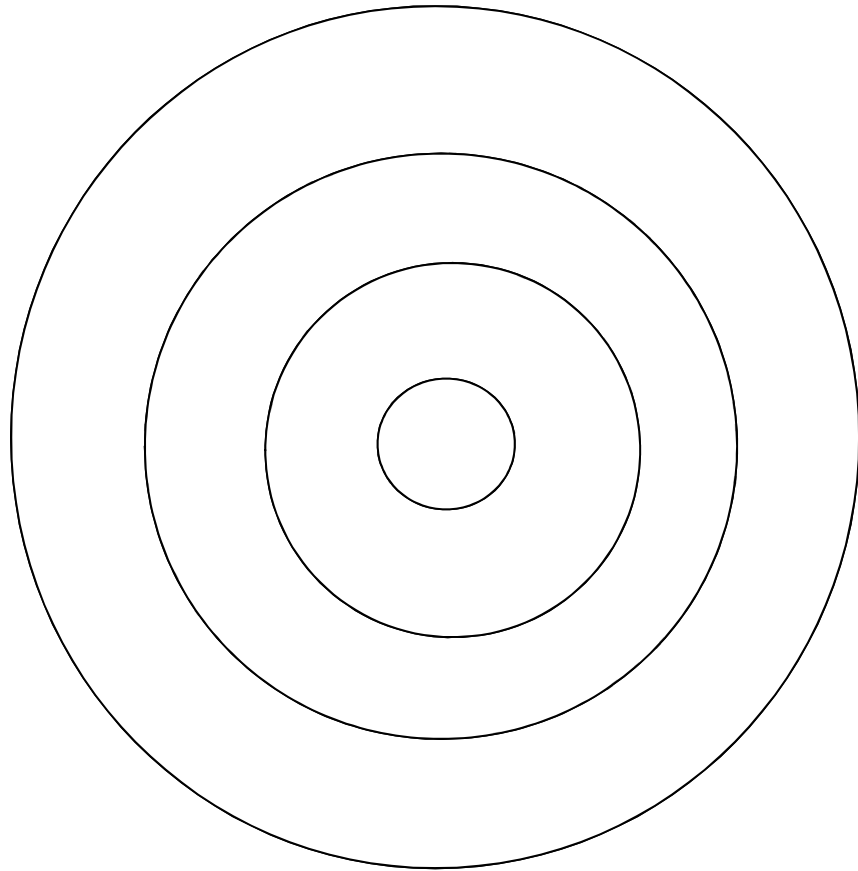


Dinner Time!



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One's **Universe of Obligation** is the circle of individuals and groups “toward whom obligations are owed, to whom rules apply, and whose injuries call for amends.”

- Helen Fein



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Elsbeth Lewin



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How does this video SIT with you?

Surprising? **I**nteresting? **T**roubling?



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READ, PAIR, SHARE

Reading 1: [The Night of the Pogrom](#)

Reading 2: [A Family Responds to Kristallnacht](#)

Reading 3: [Thoroughly Reprehensible Behavior](#)

Reading 4: [A Visitor's Perspective on Kristallnacht](#)

Reading 5: [World Responses to Kristallnacht](#)

Reading 6: [Opportunism during Kristallnacht](#)



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Discuss: What experience did the people or groups in this reading have with the events of Kristallnacht?

1. How did they react to Kristallnacht? What choices did they make?
2. What role did they play in perpetuating or preventing injustice?
3. What factors influenced their decision making?
4. What does this source teach us about perpetrators, bystanders, victims, or upstanders?
5. What do we learn about the moral universe of individuals in Germany? Outside Germany?
6. What does the reading reveal of the opportunities and challenges we face in countering the choices, and the choice architecture for perpetrators?

Sharing out:

What is a HEADLINE that you'd write from the perspective of a journalist to report on this story?

What is one quote that stands out to you from the reading?

Following Kristallnacht in November 1938, some public opinion in Canada took on a different tone. A crowd of more than 20,000 filled and overflowed into the streets surrounding Maple Leaf Gardens in Toronto as part of a National Day of Mourning.

Similar demonstrations were mounted across Canada (Winnipeg 4000; Quebec 200; Alberta 800; Niagara Falls 1200).

Telegrams, petitions and letters poured into the offices of the prime minister and government officials calling for them to take action in favour of refugees.”

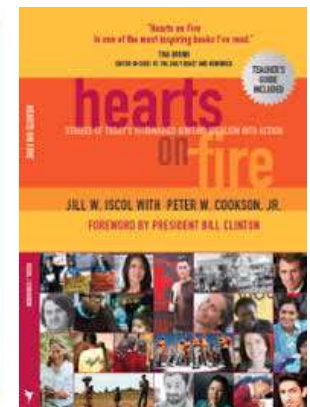
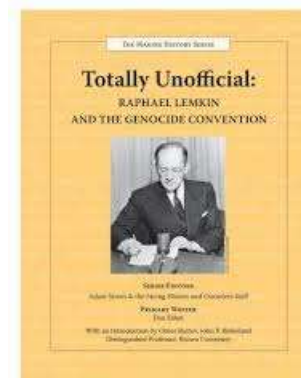
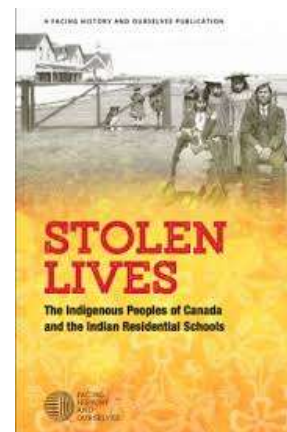
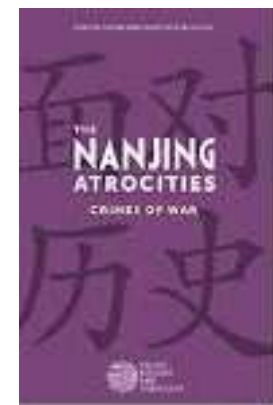
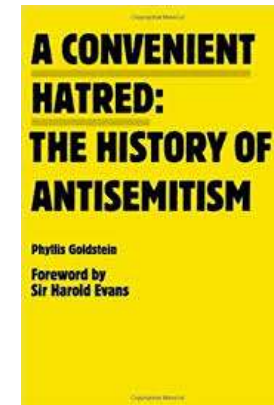
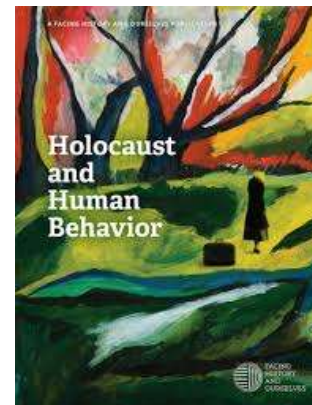
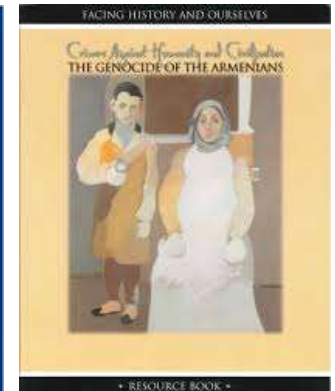
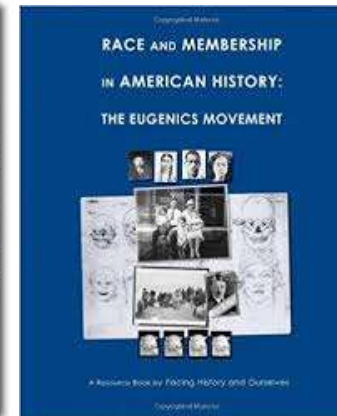
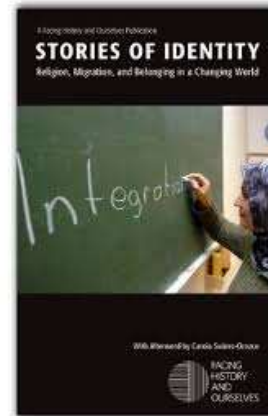
- Toronto Daily Star, November 21, 1938

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Spring 2019, Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools Online Seminar (\$50)

July Grade 10 History through a Facing History Lens (\$350)

August Stolen Lives: the Indigenous Peoples of Canada and the Indian Residential Schools (\$350)

August Holocaust and Human Behaviour (\$350)



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