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Recommended for students age 12 and up



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INSIDE KRISTALLNACHT

START THE STORY

A Holocaust education curriculum guide for teachers for the application of XR technology.

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About the Project

This curriculum guide is a companion to the interactive XR (extended reality) experience, *Inside Kristallnacht*. The project uses artificial intelligence to recognize students' speech and enables them to engage with Holocaust survivor Dr. Charlotte Knobloch directly, imitating a real-life interaction.

The project brings to life Charlotte's story about her experience of *Kristallnacht*, one of the key turning points for Jews in Nazi Germany, and its impact on her life and her family. Charlotte shares memories from her life before, during, and after the Holocaust, supplemented by archival materials that provide additional context.



Born in Munich, Germany in 1932, Charlotte faced discrimination, terror, and violence leading up to and during *Kristallnacht*, which took place on the night of November 9-10, 1938. This event had immediate and severe ramifications for Charlotte, her family, and the wider Jewish community. As a child survivor who was rescued by non-Jews and given a false identity, Charlotte stayed in Germany after the war and rebuilt her life. She eventually became a leader in the Jewish community of Munich and Upper Bavaria and dedicated her life to combating antisemitism. She served as the President of the Central Council of Jews in Germany, Vice President of the European Jewish Congress, and is the World Jewish Congress Commissioner for Holocaust Memory.

To accurately represent Charlotte's story, the production team worked closely with Holocaust experts and oral historians. Viewers can learn about Charlotte's life, accompanied by recreated spaces and archival materials, and ask questions and listen to Charlotte's profound reflections on this experience.

Inside Kristallnacht is free and accessible in English and German languages through a dedicated website and compatible with mobile, desktop, and VR equipment.

Visit the website at:
InsideKristallnacht.org



Teacher's Guide

This curriculum is recommended for middle and high school students, ages 12 and up.

*This teacher's guide accompanies the **Inside Kristallnacht** curriculum and includes the following resources:*

- Historical context relevant to the topics covered in the XR experience
- Hotspots in the XR experience
- Brief biography of Dr. Charlotte Knobloch and timeline of key moments in her story
- Historical Holocaust timeline
- Tips for using the XR
- Additional resources

The United States Holocaust Memorial Museum offers key guidelines for teaching about the Holocaust. They can be found at: ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust

Teachers are encouraged to review this resource before teaching the curriculum with their students.

Historical context

Antisemitism

Antisemitism, hatred of or prejudice against Jews, has a long history of over 2,000 years. There are various manifestations of antisemitism, not limited to verbal, legal, and physical, that directly threaten Jews, Jewish property, and Jews' way of life. Although it is historically rooted in a religious belief that Jews killed Jesus, antisemitism takes various forms, including racial. For more information, please see the International Holocaust Remembrance Alliance's working definition:

<https://holocaustremembrance.com/resources/working-definition-antisemitism>.

Kristallnacht

Kristallnacht, also known as the November Pogrom or the Night of Broken Glass, was the first large-scale, state-sponsored physical violence against Jews and Jewish communities throughout Nazi Germany, Nazi-occupied Austria, and German-controlled territories. The pogrom extended to Czech lands (Sudetenland) and Danzig/Gdansk. In just a few hours, thousands of synagogues, Jewish stores, and Jewish homes were looted and destroyed by SA and Hitler Youth members. Nazis made this appear as a spontaneous pogrom, historically a term that refers to violent attacks by local non-Jews on Jews; in reality, the pogrom was coordinated and authorized by Nazi leaders throughout Germany and Austria. Almost 100 Jews were murdered, and about 30,000 Jewish men were arrested and sent



to concentration camps. Not only were Jews forced to clean up the remains of the destruction, but Nazi Germany also fined the Jewish community 1 billion Reichsmark to pay for the damage. This was a key turning point for Jews: they understood that Jewish life under the Nazi regime was different than past waves of violence and they needed to leave Nazi Germany.

Munich's Jewish community

The first recorded Jewish presence in the city of Munich comes from the 13th century. Munich's Jewish community experienced waves of discrimination and violence for centuries, at times being forced out of Munich and of the Bavaria region. In the early 1800s, Jews were formally organized and they received civil rights in 1871. Immigration helped increase Munich's population in the second half of the 19th century and continued until World War I. Jews were active in Munich's political and cultural life. After World War I, Jews were targeted in reaction to the 1917 Revolution. During this period Munich became a center of the Nazi Party and many Jews were forced to leave. Dachau, the first Nazi concentration camp, was built near Munich. The persecution leading up to *Kristallnacht*, the pogrom itself, and everything that came after it in the Holocaust decimated Munich's Jewish population. In 1945, the once 9,000-strong Jewish community was reduced to 84 people. That same year, former concentration camp inmates, displaced persons, and local Jews founded a new community, which continued to grow over the subsequent decades. Today, Munich has the second largest Jewish community in Germany and several Jewish religious and communal institutions.

Nazi Security Apparatus

The Nazi security apparatus was a critical part of the infrastructure of the Nazi regime. It had several branches, some of which are explained briefly below.

- SS (*Schutzstaffel*, or Protection Squads) originated as a paramilitary for the Nazi Party and served as Hitler's bodyguard unit. It developed into the Nazi government's elite guard under Heinrich Himmler's administration and was ultimately responsible for all security-related needs, including but not limited to the concentration camp and killing center systems and the Einsatzgruppen (mobile killing squads).
- SD (*Sicherheitsdienst*) was a Nazi Party intelligence service. It was part of the SS and played a significant role in Nazi anti-Jewish policies, including the Einsatzgruppen.
- SA (*Sturmabteilung*) was a paramilitary for the Nazi Party. It was most active in the early years of the Nazi Party and played a pivotal role in the rise of the Nazi Party. SA members reinforced Nazi ideology through violence and actively tried to influence elections. In 1934, Hitler purged the SA and the organization lost much of its power, though it continued to exist until 1945.

Nazi Propaganda

Adolf Hitler and Joseph Goebbels, the Nazi Minister of Public Enlightenment and Propaganda, understood the power of propaganda in winning supporters to one's cause. Even before Hitler became Chancellor in January 1933, he and Goebbels revolutionized tools and techniques through which to spread their messaging. Nazi propaganda included both positive and negative messages. The Nazis believed the myth that "Aryans" were a race, to which German people belonged, and claimed the "Aryan" race was superior to other races. They appealed to "Aryan" Germans to join the national community, serve the nation, and help Germany regain its glory and power. At the same time, the Nazi propaganda machine attacked Jews, communists, and other groups they portrayed as inferior, or subhuman to "Aryans." In many street scenes in *Inside Kristallnacht*, there are propaganda posters plastered on fences and buildings. There is specific reference to the newspaper *Der Stürmer*, one of the most popular and virulently antisemitic newspapers in Nazi Germany that incited violence against Jews.

Holocaust Survivors

More than 250,000 Jewish Holocaust survivors lived in displaced persons (DP) camps in western Europe between 1945-1952. DP camps were temporary and housed survivors who could not immediately leave for other countries due to numerous challenges, such as restrictive immigration quotas. Other survivors had returned home and attempted to reconstitute their communities. Hundreds of thousands of others, including those who originally went to DP camps, had started new lives in countries far away from the places they had grown up. Their lives were shattered, loved ones murdered, homes plundered, and the infrastructure of Jewish life in their communities was destroyed.

Righteous Among the Nations

Righteous Among the Nations, also called rescuers, refers to non-Jews who risked their lives to help or save Jews during the Holocaust. Yad Vashem, Israel's Holocaust Remembrance Authority, confers this status on rescuers as a formal recognition of their heroic and selfless actions during the Holocaust. Yad Vashem maintains a database of rescuers here: <https://www.yadvashem.org/righteous.html>.

Ohel Jakob Synagogue

The Ohel Jakob Synagogue is an Orthodox synagogue in Munich, Germany. Historically, the Ohel Jakob Synagogue served the more religious Jews of Munich whereas Munich's Great Synagogue served more progressive Jews. During *Kristallnacht*, or the November Pogrom, on November 9-10, 1938, the synagogue was burned down. A new Ohel Jakob Synagogue was built and dedicated on November 9, 2006 and serves the largely Orthodox Jewish community of Munich, numbering around 9,500 members. The synagogue is next to the Jewish community center and the two are connected by a memorial to the 4,500 Munich Jews who were killed during the Holocaust.

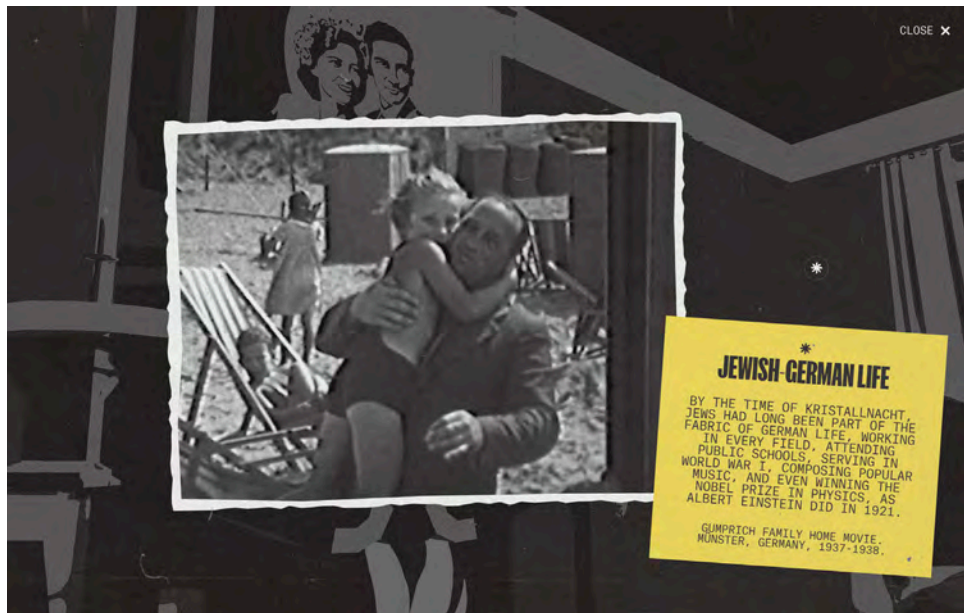


Hotspots in the XR experience

Each chapter has artifacts, or “hotspots,” clickable yellow circles that say “click to interact” and that highlight archival materials related to the scene. These provide additional historical content or stories of other victims or survivors. Charlotte is one survivor and though her story is the focus of this experience, it is valuable for students to examine additional information related to the Holocaust.

The number and length of “hotspots” in each chapter vary. For reference, here is a list of the hotspots in each chapter.

- Chapter I: Before:
Home video and photos of German-Jewish life depicting the marginalization of Jews, Nazi propaganda and photos related to the Anschluss and annexation of Sudetenland, images of synagogues destroyed during *Kristallnacht* and Jewish population statistics for several cities.
- Chapter II: The Destruction:
Kristallnacht planning and orders, photos of Jewish men arrested, images of burning synagogues, testimonies of Jews who experienced *Kristallnacht* in several cities, and newspaper pages about international response.
- Chapter III: After: deportation photos, yellow badge, photos related to the fate of children, false identity cards, radio newscast clip, photos of liberations, and information about selected individuals who were killed during the Holocaust.
- Chapter IV: Rebuilding: photos from the opening of the Ohel Jakob Synagogue in 2006 and associated structures, Charlotte’s role in the Munich community, Charlotte’s contributions to the larger European Jewish community, photo of Munich’s Great Synagogue that was destroyed in June 1938, a remnant from the synagogue, and examples of contemporary antisemitism.



Charlotte Knobloch's Biography and Timeline

Biography

Charlotte Knobloch (née Neuland) was born on October 29, 1932, in Munich, Germany, to Jewish lawyers. Raised by her grandmother following her parents' divorce, Knobloch experienced antisemitism from a very young age. She spent the night of *Kristallnacht* on the streets of Munich with her father in fear that the Nazis would target their home given her father's prominence. She remembers the noise, the shouting, the smoke billowing from the windows of her local synagogue, seeing Nazi Storm Troopers dragging a neighbor from his home, blood slick on his face.

After a few years of anguish, anxiety, and fear, the Nazis began deporting Jews to ghettos and camps outside Germany. The Nazis passed an edict demanding that Jewish children and elderly people be sent to the Theresienstadt ghetto. For their family, that meant either nine-year-old Charlotte or her beloved grandmother. Her grandmother told Charlotte that she was going to a health spa for treatment, but the unspeakable truth was apparent: she had taken Charlotte's place. If it weren't for her grandmother's heroism, Charlotte Knobloch would not be with us today.



Shortly thereafter, little Charlotte was confronted with the most difficult moment of her life: saying goodbye to her father, perhaps for the last time. Her father sent her to live on a rural German farm run by a selfless Catholic maid formerly employed by her uncle to hide for the duration of the war as a Christian.

Years of despair and crushing uncertainty followed until one miraculous day at the end of May 1945, her father appeared. She could immediately see the toll that the war had extracted from him: he was battered and weak, but he was alive. Reunited, they returned to Munich where Charlotte learned that so much of her family had been murdered.

Contrary to what she envisioned for herself, Knobloch remained in Germany, eventually becoming a leader in the Jewish community of Munich and Upper Bavaria and dedicating her life to combating antisemitism. She served as the President of the Central Council of Jews in Germany, Vice President of the European Jewish Congress, and is the World Jewish Congress Commissioner for Holocaust Memory.



Timeline of Charlotte's Experience During the Holocaust

- **October 29, 1932** Charlotte is born in Munich, Germany
- **1936** Charlotte's parents get divorced and she lives with her father and is raised by her grandmother
- **November 9-10, 1938** Charlotte and her father are able to leave Munich during *Kristallnacht* and stay overnight with friends in the Munich suburbs
- **1942** Charlotte is taken in by her uncle's housekeeper, Zenzi, who brings her to Zenzi's family's farm in Franconia where they pretend Charlotte is Zenzi's illegitimate daughter
- **1945** Charlotte reunites with her father, who had been ill during the war, and together they return to Munich
- **1951** Charlotte marries Samuel Knobloch; they later have three children
- **1985-present** Charlotte becomes President of the Israelitische Kultusgemeinde München und Oberbayern (Jewish community of Munich and Upper Bavaria)
- **November 9, 2006** The rebuilt Ohel Jakob Synagogue reopens
- **2006-2010** Charlotte is the President of Central Council of Jews in Germany
- **2009** Charlotte receives an honorary doctorate from Tel Aviv University

Historical Timeline

- **January 30, 1933** Adolf Hitler is appointed Chancellor of Germany
- **March 22, 1933** Dachau concentration camp is opened, first prisoners are political prisoners
- **April 25, 1933** Nazi law enacted that limits the number of Jewish students in public schools
- **August 2, 1934** German President Paul von Hindenburg dies; Hitler appoints himself President (in addition to being Chancellor); later in the month Hitler declares himself Fuhrer of the German Reich
- **September 15, 1935** Nuremberg Laws are passed: these anti-Jewish racial laws revoke Jews' citizenship because only Germans with pure 'Aryan' blood can be citizens
- **March 11-13, 1938** *Anschluss*: Nazi Germany's annexation of Austria
- **July 6, 1938** Evian Conference: delegates from 32 nations gathered in Evian, France to discuss the growing Jewish refugee crisis; no nation was willing to change immigration quotas or allow in large numbers of refugees
- **November 9-10, 1938** *Kristallnacht*
- **March 15, 1939** Germany occupies the Czech provinces of Bohemia and Moravia
- **September 1, 1939** World War II begins when Germany invades Poland



Adolf Hitler addresses a rally of the SA, 1933. Photo: USHMM



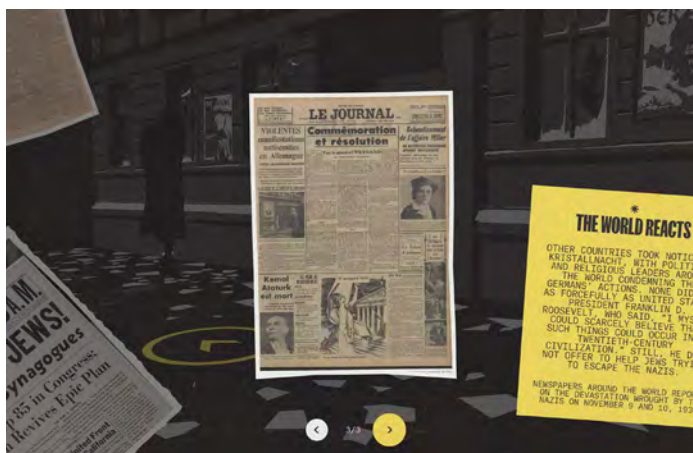
-
- **September 3, 1939** Britain and France declare war on Germany
 - **Spring 1940** Germany invades Western European countries: Denmark, Norway, Netherlands, Belgium, Luxembourg, and France
 - **May 20, 1940** Auschwitz concentration camp established
 - **June 22, 1941** Operation Barbarossa: Germany invades the Soviet Union; Einsatzgruppen operations escalate
 - **September 1, 1941** All Jews ages 6 and up in Nazi-annexed territories are forced to wear a badge to identify themselves as Jewish (for example, the yellow star)
 - **October 1941** Auschwitz-Birkenau killing center established
 - **November 24, 1941** Theresienstadt ghetto and transit camp established
 - **December 7, 1941** Japan attacks Pearl Harbor
 - **December 8, 1941** Kulmhof (Chelmno) killing center in German-annexed Poland begins killing operations (until March 1943); United States declares war on Japan
 - **December 11, 1941** United States declares war on Germany
 - **January 20, 1942** Wannsee Conference: Nazi leadership meet to officially approve implementation of the Nazis' "Final Solution to the Jewish Question"
 - **Spring 1942** Auschwitz II-Birkenau begins killing operations (until November 1944)
 - **March 17, 1942** Belzec killing center in German-occupied Poland begins killing operations (until December 1942)
 - **May 1942** Sobibor killing center in German-occupied Poland begins killing operations (until Fall 1943)
 - **July 23, 1942** Treblinka killing center in German-occupied Poland begins killing operations (until Fall 1943)
 - **October 1942** Majdanek concentration camp in German-occupied Poland begins killing operations (until November 1943)
 - **February 2, 1943** Soviet forces defeat the Nazi Army at Stalingrad: this was a major military turning point in World War II
 - **April 19, 1943** Warsaw Ghetto Uprising begins as the Nazis attempt to liquidate the Ghetto; the uprising lasts almost one month
 - **June 6, 1943** D-Day: allied invasion at Normandy
 - **Summer 1944** Soviet Army starts to liberate some camps, including Majdanek, one of the killing centers
 - **January 27, 1945** Soviet forces liberate Auschwitz camps
 - **May 8, 1945** Victory in Europe (V-E) Day: Germany surrenders, end of World War II in Europe; Theresienstadt was liberated by the Soviet Army
 - **August 15, 1945** Victory in Japan (V-J) Day: Americans and British declare victory over Japan
 - **September 2, 1945** Japan surrenders, end of World War II
-



Tips for using the virtual reality

Inside Kristallnacht is a virtual reality experience that tells the story of a Holocaust survivor. Due to the sensitive content and the need to ensure Charlotte's authenticity, there are some limitations to engaging with Charlotte. Below are some tips to navigate through the XR and to create a constructive learning experience for your students.

- It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.
- Students can either type their question directly into the prompt box or they can speak into a microphone and their question will be transcribed into the prompt box. Either way, students will need to click on the arrow or press "Enter" to submit the question to Charlotte.



- Practice navigating the site before introducing it to students. This will help teachers prepare to troubleshoot issues that might arise.
- When asking a question, speak slowly and loudly to ensure the XR can register the question. It might be helpful to be in a quieter space when asking questions.
- If Charlotte does not register a question or replies that she doesn't have an answer, try rephrasing the question and using different terms. There are only a certain set of questions that Charlotte can respond to. Please see below for those questions.
- When looking at the reconstructed spaces that accompany Charlotte's testimony, make sure to move around the site to see them. Testimony clips are of different lengths, but there is no limit to the amount of time a user can move around the space.
- Model how to use the XR technology in the classroom. It may be easier for students to grasp using the technology if they see a demonstration.
- Be patient and willing to try several types of questions.
- Charlotte will sometimes give a response that does not answer the questioner's intended question. Teachers should be prepared to explain content that might not be directly connected to a specific lesson's objectives. Teachers should also be prepared to help students ask questions in new ways.
- Please note that users may experience motion sickness or become disoriented or dizzy while using the XR. Teachers should watch for signs of dizziness or disorientation as students use the technology.





Additional Resources

Educational Resources

- International Holocaust Remembrance Alliance. "Recommendations for Teaching and Learning about the Holocaust." <https://www.holocaustremembrance.com/resources/educational-materials/ihra-recommendations-teaching-and-learning-about-holocaust>
- UNESCO. "Education about the Holocaust and preventing genocide: A policy guide." (2017) <https://unesdoc.unesco.org/ark:/48223/pf0000248071>
- United States Holocaust Memorial Museum. "Guidelines for Teaching About the Holocaust." <https://ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust>
- World Jewish Congress and UNESCO. "Facts About the Holocaust." <https://aboutholocaust.org>
- (*Inside Kristallnacht* provides the opportunity to ask questions to a survivor of the Holocaust. This site provides young people with answers to essential questions about the history of the Holocaust and its legacy.)

Charlotte Knobloch

- Annas Heimkehr*. (TV film based on the true story of Charlotte Knobloch's life during the Holocaust.)
- Schleicher, Michael. *Charlotte Knobloch — Ein Portrait*. Munich: München Verlag, 2009.
- UNESCO. *Holocaust survivor Charlotte Knobloch on memory ambassadors, virtual reality and visibility of the past*. <https://www.unesco.org/en/articles/holocaust-survivor-charlotte-knobloch-memory-ambassadors-virtual-reality-and-visibility-past>

Holocaust History

- Bergen, Doris. *War & Genocide: A Concise History of the Holocaust*. Lanham: Rowman & Littlefield, 2003.
- Dwork, Deborah, and Robert Jan van Pelt. *Holocaust: A History*. New York: Norton, 2003.
- Kaplan, Marion A. *Between Dignity and Despair: Jewish Life in Nazi Germany*. New York: Oxford University Press, 1998.
- Holocaust Encyclopedia*. United States Holocaust Memorial Museum, United States Holocaust Memorial Museum, encyclopedia.ushmm.org

Lesson 1: General Approach to Using *Inside Kristallnacht* in the Classroom

ENDURING UNDERSTANDING

Charlotte shares her story about life before, during, and after the Holocaust.

ESSENTIAL QUESTIONS

What can we learn about Charlotte from her memories? How is engaging with Charlotte via Extended Reality different than speaking with someone in person?

Notes to teachers:

- In this lesson, students will have the opportunity to ask Dr. Charlotte Knobloch, a Holocaust survivor, about her life. This lesson focuses on engaging with Charlotte through the “Ask Me Your Question” feature from the top right corner of the opening image. For a lesson focusing on the walk-through narrative experience, please see lesson 2.
- This lesson is designed to focus on students’ direct engagement with Charlotte’s story through the XR experience, *Inside Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.
- If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte’s memories.



Image of Charlotte in the “Ask Me Your Question” mode.



Opening

When you want to learn about a family member's or a friend's heritage (define if needed), what types of questions would you ask? [Students or teacher can provide some examples.]

Some examples:

- Where were you born?
- Can you tell me about your family?
- What types of activities did you enjoy as a child/teenager/adult?
- If someone experienced a big transition in their life: what was the transition and why did it occur?

Explain to students that these are the types of questions they can ask Charlotte when they “speak” with her.

Historical Context

It is necessary to provide some historical context before the students begin engaging with Charlotte.

What was the Holocaust?

- The term “Holocaust” (or Shoah, meaning “catastrophe” in the Hebrew language) is used to refer to the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by Nazi Germany and its collaborators. Holocaust is a word of Greek origin meaning “sacrifice by fire.”
- The Nazi regime, which came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews were an existential threat to the so-called German racial community. During the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”; among them were Roma and Sinti (“Gypsies”), people with disabilities, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and gay people (specifically men accused of homosexuality) .
- In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined political and ideological opponents indefinitely and outside any judicial or administrative review.

- Following the invasion of the Soviet Union in June 1941, special killing units carried out mass murder operations against Jews, Roma and Soviet state and Communist Party officials behind German lines.

- In occupied territory, including the Soviet Union and Poland, German SS, police and military units murdered more than 2 million Jewish men, women and children, and hundreds of thousands of other people without regard for age or gender.

- Between 1941 and 1944, German authorities deported nearly three million Jews from Germany, from occupied territories and from the countries of some of its Axis allies to killing centers and murdered them using gassing facilities constructed for this purpose.

- In 1933, the Jewish population of Europe stood at more than nine million. By 1945, the Germans and their collaborators had killed nearly two out of every three European Jews as part of the "Final Solution," the Nazi policy to murder the Jews of Europe.



Women and children on the Birkenau arrival platform known as the "ramp". The Jews were removed from the deportation trains onto the ramp where they faced a selection process - most of them were sent immediately to their deaths, while others were sent to slave labor.

Who is a Holocaust survivor?

- A Holocaust survivor is a Jewish person who suffered at the hands of Nazis and their collaborators between 1933 and 1945 and survived. Survivors had different types of experiences: some were forced into ghettos, some were sent to concentration camps or slave labor camps, some were hidden by non-Jews, others survived under false identities, some hid in the forests or other places, and others were able to escape to non-occupied territories during this period.
- We will be talking to Charlotte Knobloch who experienced *Kristallnacht*, also known as the November Pogrom, and who survived the Holocaust under a false identity with a Christian family.



Why is it important to learn about an individual's experience during the Holocaust?

- Individual experiences teach us about the human impact of these historical events.
- We can better understand what individuals experienced during the Holocaust and how survivors were able to endure such dehumanizing discrimination.
- They also tell us about the long-lasting impact of such experiences on their lives — something that other historical sources cannot provide.

XR Activity

Determine the format of this activity in your classroom

- As a whole class on a computer: ensure you are able to project the screen so all students can see; students can either ask questions and one person repeats them close to the computer's mic or have students come close to the mic to ask questions themselves; one person will control moving around the XR screen.
- In small groups on computers: ensure all students understand how to use the device(s) and how to navigate the XR experience. It may be helpful to assign roles within the groups: XR facilitator, note taker, time keeper, etc.
- Individually on computers, phones, or VR headsets: ensure all students understand how to use the device(s) and how to navigate the XR experience.

It might be helpful to model how to use the technology. If Charlotte cannot understand a question, students should try rewording their question or asking another question. Broader questions sometimes get responses, but students may not have the context to fully comprehend the response. Please note that Charlotte focuses on her experiences more specifically, so she may not have responses to more general Holocaust history questions.

This activity can be as short as five minutes or as long as desired. Students can ask Charlotte relevant questions about any part of her story. Some responses are based on information provided in the XR walk through testimony but do not necessarily provide the context in the response. Familiarity with Charlotte's biography and the timeline of her experience is helpful. The chapters in the XR can guide questions or students can ask the questions they would like.

Reflection

This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer.

Questions about the content students explored

- What question(s) did you ask Charlotte? What part of Charlotte's life did you focus on?
- Was Charlotte able to respond to your question(s)? What additional information would you like [have liked] to learn from Charlotte?
- What did you learn about the Holocaust from Charlotte's story?
- What additional questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?

Questions about the XR experience

This can be done in a group discussion or on paper.

- How did you feel about asking Charlotte questions in this format?
- Did you feel a sense of connection with Charlotte?
- In what ways was this different than asking questions of someone in person?
- What were some challenges you encountered?

Conclusion

In this lesson, students learned about one Holocaust survivor's story.

As a conclusion, ask the class:

- How does learning about one survivor's story help us to better understand the history of the Holocaust?
- What is the value of listening to a person's memories?
- What are some of the challenges of relying on a person's memories?



Opening screen of *Inside Kristallnacht*. The “Ask Me Your Question” button is in the top right corner.



Lesson 2: Introduction to the Holocaust

ENDURING UNDERSTANDING

Nazi Germany and its collaborators murdered six million Jews during the Holocaust. This is one survivor's story.

ESSENTIAL QUESTION

What does Charlotte teach us about the Holocaust?

Notes to teachers:

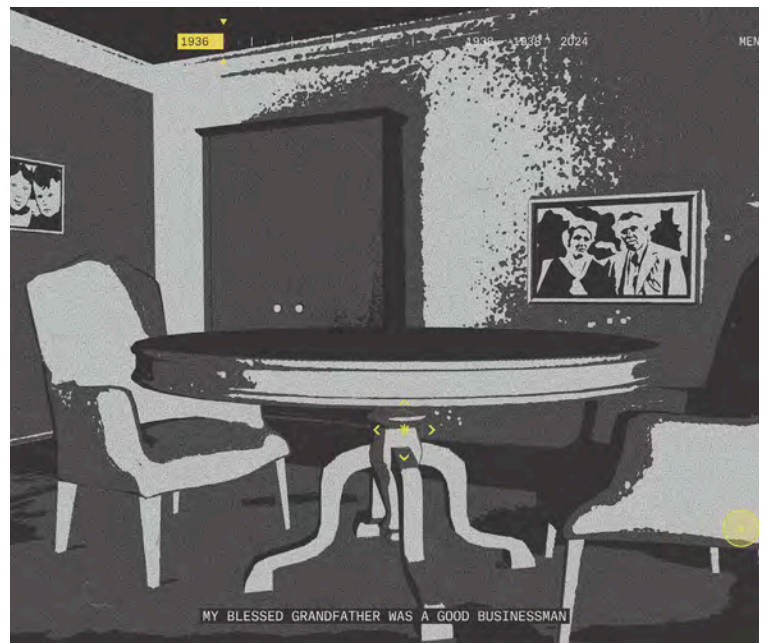
This lesson focuses on the historical context of the Holocaust through Charlotte's story.

It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.

This lesson is designed to focus on students' direct engagement with Charlotte's story through the XR experience, *Inside Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.

For this lesson, it is recommended to focus primarily on Charlotte's testimony itself without clicking on the round yellow hotspots. If time allows, encourage students to click on some of the interactive spots to gain a broader understanding of the history. Depending on timing and educator choice, students also have the opportunity to ask Charlotte about her life.

If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte's memories.



Opening

Ask students what they know about the Holocaust. As a large group, in small groups, or individually, students should answer this question: What terms, ideas, and figures come to mind when they hear the term “Holocaust?”

The teacher should respond to and correct or clarify responses as needed.

Based on the responses, teachers can provide the definition or have students build it together. If the latter, one strategy could be to try to address the 5 W’s and H: who, what, where, when, why, and how many were impacted.

What was the Holocaust?

- The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators.
- Nazi ideology followed a pseudo-science of race, according to which “Aryans” were considered superior to all other races with Jews at the bottom of the racial hierarchy. “Aryans” refers to Germans with supposedly pure blood. Additionally, Jews and other groups were viewed as a threat to the German “Aryan” way of life. After President Paul von Hindenburg appointed Adolf Hitler Chancellor on January 30, 1933, Hitler and other Nazi leaders gradually legalized discrimination against Jews and other minorities in Nazi Germany throughout the 1930s. Antisemitism — hatred of Jews — was part of the Nazi platform.
 - ➔ Please note the false idea that Jews constituted a race, rather than a religious or cultural group, developed only in the late 1800s, but was spread widely by the Nazis.
- During World War II, the Nazis gradually shifted their policy of discrimination and prejudice to persecution, forced labor, ghettoization, incarceration, and murder of the Jews with the goal of exterminating the Jewish race. In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined political and ideological opponents indefinitely and outside any judicial or administrative review. Following the invasion of the Soviet Union in June 1941, special killing units carried out mass murder operations against Jews, Roma and Soviet state and Communist Party officials behind German lines. In occupied territory, including the Soviet Union and Poland, German SS, police and military units murdered more than 2 million Jewish men, women and children, and hundreds of thousands of other people without regard for age or gender. Between 1941 and 1944, German authorities deported nearly 3 million Jews from Germany, from occupied territories and from the countries of some of its Axis



allies to killing centers and murdered them using gassing facilities constructed for this purpose. In 1933, the Jewish population of Europe stood at more than 9 million. By 1945, the Germans and their collaborators had killed nearly two out of every three European Jews as part of the “Final Solution,” the Nazi policy to murder the Jews of Europe.

Introducing Dr. Charlotte Knobloch

Introduce Charlotte by watching this brief clip.

#It Started with Words, Claims Conference, March 26, 2021.

<https://vimeo.com/529464589>

This is Dr. Charlotte Knobloch, a Holocaust survivor, who recalls her first memory of antisemitism, hatred of or prejudice against Jews.

Ask the students:

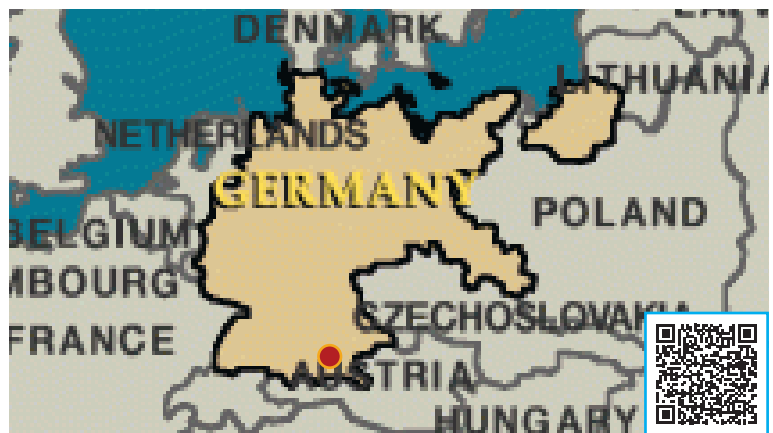
- What stands out to you in this clip?
- What is Charlotte’s message in this clip?
- What emotions does her testimony evoke?

#ItStartedWithWords



In this lesson, students will learn more about Charlotte’s story.

- Charlotte was born in Munich, the capital city of Bavaria, a state in southern Germany.
- Show students a map of Europe and point out Germany in Central Europe.
- Point out Munich (red dot) in the map below.



Source: USHMM. Europe, 1933 and Germany, 1933. Note, the red dot has been added here to denote Munich.

Charlotte was born on October 29, 1932 in Germany, shortly before Hitler was appointed Chancellor of Germany in January 1933 and the Nazis took over power in Germany. She grew up in a climate where Jews were increasingly regarded as inferior and threatening. We know that Charlotte survived the Holocaust, because we see her as an elderly woman in this photo (note that this photo was taken while recording the Extended Reality (XR) project). In this XR, Charlotte is 91 years old when she recounts her memories throughout her life.

Students will follow Charlotte's story from her childhood in Germany before the Holocaust, her experience of *Kristallnacht*, its aftermath, and her dedication to rebuilding the Jewish community today.

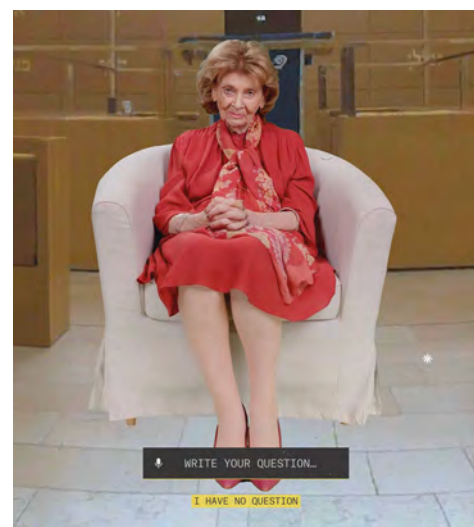


Image of Charlotte in the “Ask Me Your Question” mode.

XR Activity

Model how to use the technology. Explore together the first scene in Charlotte's grandparents' home, listening to Charlotte's testimony and virtually moving about the room. Explain that there are round yellow circles throughout the experience that provide historical context. The yellow arrows indicate how one moves from one space to the next in sequence.

Depending on the format for this activity, it may also be helpful to model the interactive “Ask Me Your Question” feature where students can ask Charlotte questions. If Charlotte cannot understand a question, students should try rewording their question or asking another question. Broader questions sometimes get responses, but students may not have the context to fully comprehend the response. Please note that there are topics that are not covered in *Inside Kristallnacht*.

Explain the format of the XR activity. Please note this activity is not meant to provide a comprehensive understanding of the history of the Holocaust. This is meant to serve as an introduction or supplement to lessons on Holocaust history. This activity can be done individually, in small groups, or as a large class. The instructions below are for exploring individually or as a large group, but teachers should modify them based on the needs of their students.

Provide students with materials to take notes, either freehand or using a graphic organizer. As they go through the XR, they should note the key information shared in each location and questions they may want to ask Charlotte.



Questions for students to consider

Please note there are varying degrees of information provided in each scene so it may be challenging for students to answer each of the questions individually. One option is to have them take notes by chapter rather than by each scene. Posing these questions can help guide the students as they listen.

- What does Charlotte describe in this scene (or chapter)?
- What is/are the key takeaway(s)?
- What is the significance of this memory?

Optional: Based on their notes, individually, in small groups, or as a large group, students can review their takeaways and create timelines of Charlotte's story. The timeline will provide a visual for students to better understand Charlotte's life and how her story fits into the larger Holocaust history timeline. If teachers choose to use additional lessons, this can be a grounding resource for future lessons.

Reflection

Questions about the content students explored

This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer.

- What did you learn about the Holocaust from Charlotte's story?
- How did the XR experience impact your understanding of the story Charlotte shared?
- What additional questions do you have for Charlotte?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Connection to the definition of the Holocaust

At the beginning of this lesson, students learned the definition of the Holocaust.

- How does Charlotte's story connect to the class's definition?

Broader Reflection

- What questions do you have for Charlotte that she didn't share in her testimony?
- What questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Optional: Questions about the XR experience

This can be done in a group discussion or on paper.

- Did you feel a sense of connection with Charlotte?
- What were some challenges you encountered?

Conclusion

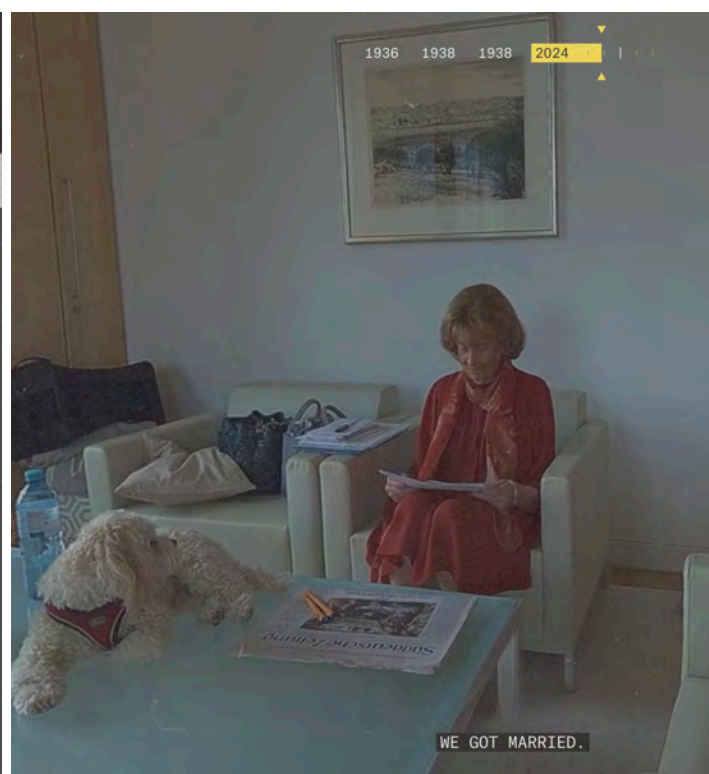
In this lesson, students learned about one Holocaust survivor's story.

To conclude, ask the class:

- How does learning about one survivor's story help us to better understand the history of the Holocaust?
- What is the value of learning from a person's memories?
- What are some of the challenges of relying on a person's memories?

Additional Activity

Students can ask Charlotte the questions they generated during the activity and in the reflection. They can also consider the following question: How did you feel about asking Charlotte questions in this format? In what ways was this different than asking questions of someone in person?





Lesson 3: Understanding *Kristallnacht*

ENDURING UNDERSTANDING

Kristallnacht was the first large-scale physical violence perpetrated on Jews in Nazi Germany and Nazi-annexed territories. This was a significant turning point for Jews living under the Nazi regime.

ESSENTIAL QUESTIONS

Essential Questions: How does Charlotte describe her experience of Kristallnacht? What do her reflections tell us about the impact of this historical event?

Notes to teachers:

This lesson focuses on the historical event and why it was such a significant turning point during the Holocaust.

It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.

This lesson is designed to focus on students' direct engagement with Charlotte's story through the XR experience, *Inside Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.

For this lesson, it is recommended to focus primarily on Charlotte's testimony itself without clicking on the round yellow hotspots. If time allows, encourage students to click on some of the interactive spots to gain a broader understanding of the history. Depending on timing and educator choice, students also have the opportunity to ask Charlotte about her life.

If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte's memories.

Opening

Think of one significant memory from your childhood. Please describe it – aloud or in writing. When you think of it, consider the following:

- When did this memory take place? How old were you?
- Does it involve other people? If so, who are they and what is their relationship to you?
- What happened in this memory?
- Why is it significant to you?
- Is there any part of your memory that is unclear or that you have forgotten?

For Charlotte, *Kristallnacht* was one of these events.

Context

Ask students to analyze the photo:

- What do you notice?
- What do you think is happening in this photo?
Why is a synagogue, a Jewish house of worship, on fire?

This is a photograph of a synagogue burning during *Kristallnacht*, which took place on November 9-10, 1938. This was the first large-scale physical violence, often referred to as a pogrom (historically a term that refers to violent attacks by local non-Jews on Jews), on Jews and Jewish property since the Nazis had come into power in 1933. In just a few hours, thousands of synagogues, Jewish stores, and Jewish homes were looted and destroyed by SA (Nazi Party paramilitary) and Hitler Youth members. After providing this explanation, ask students to consider the following questions:



Source: November 9/10, 1938, A synagogue in flames in Siegen, Germany, during *Kristallnacht*, Yad Vashem Photo Archives 136B09

- Why do you think the Nazis perpetrated this violence against the Jews?
- Antisemitism means hatred of or prejudice against Jews. What role do you think antisemitism played in this event?
- What message did *Kristallnacht* send to Jews living in Nazi Germany and Nazi-occupied territories?

In order to grasp the human impact of this historical event, it is important to listen to the stories of those who experienced *Kristallnacht*. Charlotte shares with us her memories of this day and its impact on her life.



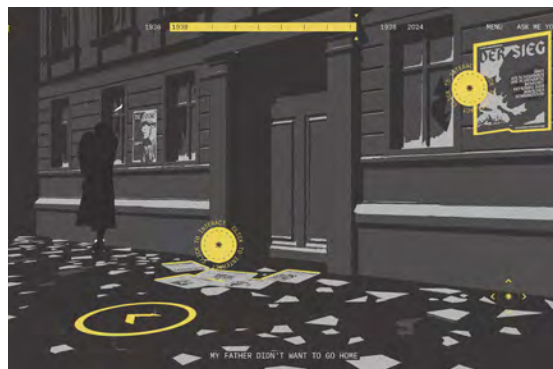
XR Activity

Individually, in small groups, or as a class, students go through the XR. This lesson asks students to focus on the second chapter of the XR in particular, “The Destruction.” Students will listen to Charlotte’s testimony and explore the additional archival materials indicated by yellow circles that say “Click here to interact.” However, they should go through all sections to hear Charlotte’s testimony to ensure they properly contextualize Charlotte’s experience of *Kristallnacht* and its aftermath. They do not need to click on the hotspots in the other chapters for this lesson.

- As students explore chapter II and the relevant archival materials, they should take notes — freehand or using a graphic organizer. Some guiding questions include:
- What events or actions are described or presented in Charlotte’s testimony? In the archival materials?
- Where did the events or actions take place?
- Who are the various people who Charlotte saw and/or interacted with? Who are the additional people mentioned in the archival materials?
- What emotions does Charlotte share? What emotions do the archival materials evoke?
- What additional information would be helpful to know?

After completing the XR experience — Charlotte’s testimony as well as the archival materials in chapter II — students discuss the following questions: This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer or worksheet.

- What happened during *Kristallnacht*?
- Who are the various people involved in this event? Consider those Charlotte mentions as well as what the archival materials tell us. What roles do each of these people or groups play?
- Where did *Kristallnacht* take place?
- What excuse did the Nazis provide for perpetrating this violent pogrom?
- What were the consequences of this event?
- How did Charlotte feel during the event?



Source: USHMM, Storefronts of Jewish-owned businesses damaged during the *Kristallnacht* (“Night of Broken Glass”) pogrom. Berlin, Germany, November 10, 1938.

Reflection

This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer.

Questions about *Kristallnacht*

- Why was *Kristallnacht* a significant turning point for Jews in Nazi Germany and Nazi-occupied territories?
- What options did Jews have to respond to *Kristallnacht*?
- How did Charlotte's life change after *Kristallnacht*?

Broader Reflection

- What questions do you have for Charlotte that she didn't share in her testimony?
- What questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Optional: Questions about the XR experience

This can be done in a group discussion or on paper.

- Did you feel a sense of connection with Charlotte?
- What were some challenges you encountered?

Conclusion

As a conclusion, focus on the larger takeaways from the content students explored.

- How can one person's memories help us understand historical periods?
- Specifically, what did you learn about *Kristallnacht* and its impact on Jews in Nazi Germany and in Nazi-occupied territories?
- In chapter I, Charlotte shares an antisemitic experience she had. In chapter II, she describes her experience of *Kristallnacht*. In chapter IV, Charlotte discusses antisemitism today. What did you learn about the impact of antisemitism on Charlotte and on Jews more broadly?



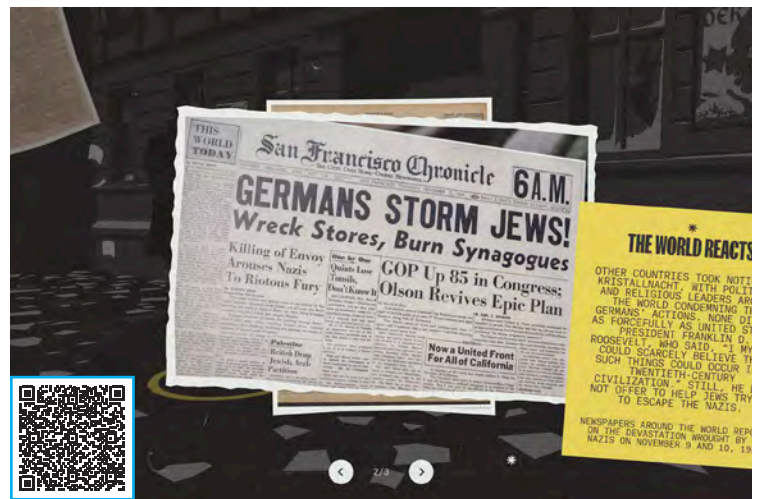
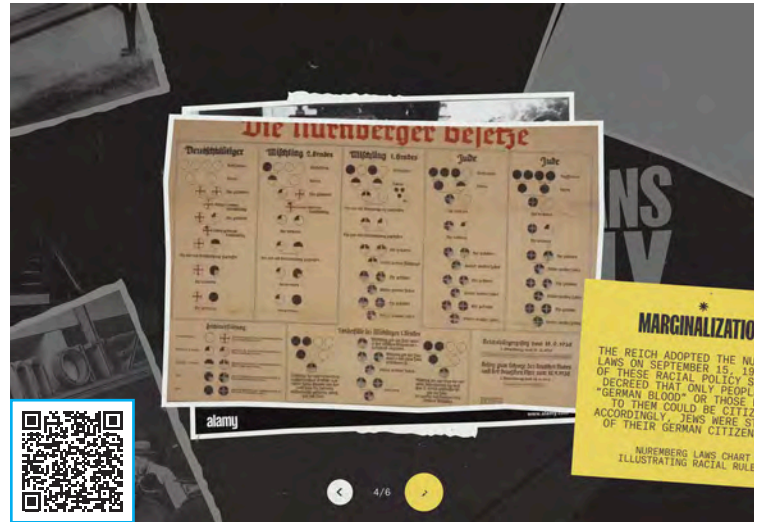
Optional Reflection

Given the difficult nature of this lesson's content, an opportunity for open-ended or guided reflection might be helpful. This can be modified as individual writing or speaking with a partner. Students may want to share how they are feeling and/or what they hope to learn from Charlotte about her survival.

Additional Activities

Students can ask Charlotte the questions they generated during the activity and in the reflection. They can also consider the following question: How did you feel about asking Charlotte questions in this format? In what ways was this different than asking questions of someone in person?

To emphasize the relevance and importance of this event, students should explore local responses to this event. For students living in areas where *Kristallnacht* took place, they can research what happened in their town or city, or a specific family or property that was directly affected. For those living elsewhere, students can research how *Kristallnacht* was covered in newspapers and local media.



Hotspots in the XR experience explain the effects of *Kristallnacht*. Visit the links in the QR codes for more information.



Lesson 4: Survival and Rescue

ENDURING UNDERSTANDING

One type of Holocaust survival was being hidden by rescuers. The Hummel family agreed to take in Charlotte and create a false identity for her to rescue her.

ESSENTIAL QUESTIONS

What was life like for Charlotte living under a false identity? How does she describe her experience with the Hummel family?

Notes to teachers:

It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.

This lesson is designed to focus on students' direct engagement with Charlotte's story through the XR experience, Inside *Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.

For this lesson, it is recommended to focus primarily on Charlotte's testimony itself without clicking on the round yellow hotspots. If time allows, encourage students to click on some of the interactive spots to gain a broader understanding of the history. Depending on timing and educator choice, students also have the opportunity to ask Charlotte about her life.

If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte's memories.



Opening and Context

Ask students to analyze the photo:

- What do you notice?
- What do you think is happening in this photo?
- What emotions do you feel are conveyed through this photo?

This is a photograph of children who were sent from Nazi Germany on the first *Kindertransport* in 1938 to safety in England. This group consisted of 200 children between the ages 12-17 from Berlin and Hamburg. Some parents made the difficult choice to send their children away to a safer place in response to the increasingly hostile and violent climate in Nazi Germany and Nazi-annexed territories. Thanks to the efforts of refugee aid organizations, the British government allowed unaccompanied children to enter the United Kingdom (UK) until it was safe for them to return to their home countries. About 10,000 Jewish children fled to the UK on *Kindertransports*. Although several girls in this photo appear happy and smiling, for many this was a challenging and traumatic experience.



Jewish refugee children, who are members of the first *Kindertransport* from Germany, arrive in Harwich, England. December 2, 1938. Photo: United States Holocaust Memorial Museum, courtesy of Instytut Pamięci Narodowej

Charlotte was not sent on a *Kindertransport*, but her father made a similar difficult decision. Charlotte shares this part of her testimony in chapter III: After.

Charlotte's experience is just one of millions of victims of Nazism. It is important for students to recognize that Charlotte's story should not be interpreted as representative of all Holocaust experiences. Approximately 1.5 million children were killed during the Holocaust.

XR Activity

Individually, in small groups, or as a class, students go through the XR. This lesson asks students to focus on the third chapter of the XR in particular, "After." Students will listen to Charlotte's testimony and explore the additional archival materials indicated by yellow circles that say "Click here to interact." However, they should go through all sections to hear Charlotte's testimony to ensure they

properly contextualize Charlotte's experience of *Kristallnacht*'s aftermath. They do not need to click on the hotspots in the other chapters for this lesson.

As students explore chapter III and the relevant archival materials, they should take notes — freehand or using a graphic organizer. Some guiding questions include:

- What events or actions are described or presented in Charlotte's testimony? In the archival materials?
- Where did the events or actions take place?
- Who are the various people who Charlotte saw and/or interacted with? Who are the additional people mentioned in the archival materials?
- What emotions does Charlotte share? What emotions do the archival materials evoke?
- What additional information would be helpful to know?

After completing the XR experience — Charlotte's testimony as well as the archival materials in chapter III — students discuss the following questions. This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer or worksheet.

- What happened to Charlotte after *Kristallnacht*?
- What were some of the different types of Holocaust experiences described in the testimony and archival materials?
- What gave Charlotte hope during the rest of World War II?

Reflection

This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer.

Questions about life during the Holocaust

- Charlotte was lucky that a Christian family was willing to hide her under a false identity. What were the risks for the family? For Charlotte?
- We know that Zenzi's family agreed to take in Charlotte because they hoped that by doing something good, perhaps Zenzi's two brothers would return from the war unharmed. What are some other reasons non-Jews may have risked their lives to rescue Jews during the Holocaust?
- In addition to those noted in the testimony and archival materials, what types of experiences did Jews have during the Holocaust? [Answers may include: To date, the United States Holocaust Memorial Museum has identified over 44,000 Nazi camps and ghettos, including concentration camps, slave labor camps, transit camps, detention camps, and others. These camps and ghettos



can be understood based on their names. For example, concentration camps were intended to concentrate Jews so they could be more easily isolated and controlled. There were six killing centers whose primary purpose was murder: Chelmno, Belzec, Sobibor, Treblinka, Majdanek, and Auschwitz-Birkenau. Approximately 2 million Jews were murdered by Einsatzgruppen (mobile killing squads) in the Soviet Union. Some Jews survived in hiding: some with the help of non-Jewish rescuers and some in the forests on their own. Some Jews survived under false identities pretending to be non-Jews. Some Jews were able to escape to non-Nazi-occupied territories.]

Broader Reflection

- What questions do you have for Charlotte that she didn't share in her testimony?
- What questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Optional: Questions about the XR experience

This can be done in a group discussion or on paper.

- Did you feel a sense of connection with Charlotte?
- What were some challenges you encountered?

Conclusion

As a conclusion, focus on the larger takeaways from the content students explored.

- How can one person's memories help us understand historical periods?
- Specifically, what did you learn about Jews' survival under false identities pretending to be non-Jews?

Optional Reflection

Given the difficult nature of this lesson's content, an opportunity for open-ended or guided reflection might be helpful. This can be modified as individual writing or speaking with a partner. Students may want to share how they are feeling and/or what they hope to learn from Charlotte about her survival.



Additional Activities

Students can ask Charlotte the questions they generated during the activity and in the reflection. They can also consider the following questions: How did you feel about asking Charlotte questions in this format? In what ways was this different than asking questions of someone in person?

Students can explore the Yad Vashem database of Righteous Among the Nations to learn about another individual or family who risked their lives to rescue Jews during the Holocaust.

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Home > Collections > Righteous

Righteous Type Your Query

The Righteous Among the Nation Database

"And so we must know these good people who helped Jews during the Holocaust. We must learn from them, and in gratitude and hope, we must remember them."

Elie Wiesel

In 1963 Yad Vashem embarked upon a worldwide project to pay tribute to the Righteous Among the Nations who risked their lives to save Jews during the Holocaust. This represents a unique and unprecedented attempt by the victims to honor individuals from within the nations of perpetrators, collaborators and bystanders, who stood by the victims' side and acted in stark contrast to the mainstream of indifference and hostility that prevailed in the darkest time of history.

About the Program

Four black and white photographs of individuals who were Righteous Among the Nations: an elderly man with a beard, two young girls, a young man, and a man holding a child.



Lesson 5: The Importance of the Synagogue: What This Space Represents for Jews

ENDURING UNDERSTANDING

Through the XR experience, users get a sense of the significance of different types of spaces, but especially the importance of the Ohel Jakob Synagogue in Munich for Charlotte.

ESSENTIAL QUESTIONS

What is the significance of the synagogue?
How does Charlotte interact with this space before and after the Holocaust?

Notes to teachers:

It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.

This lesson is designed to focus on students' direct engagement with Charlotte's story through the XR experience, *Inside Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.

For this lesson, it is recommended to focus primarily on Charlotte's testimony itself without clicking on the round yellow hotspots. If time allows, encourage students to click on some of the interactive spots to gain a broader understanding of the history. Depending on timing and educator choice, students also have the opportunity to ask Charlotte about her life.

If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte's memories.

Opening

Think of one place that holds a special significance for you, your family, and/or your community. Please describe it – aloud or in writing. When you think of it, consider the following:

- What is this place?
- What do you do in this space?
- What about it holds meaning for you?

For Charlotte, the Ohel Jakob Synagogue was an important space for her and for the Jewish community of Munich.

Historical Context

Ask students to analyze the photo:

- What do you notice? What do you think this is a photo of?
- What is a synagogue?
- Why do you think it is an important place for Jews?

A synagogue is not only a Jewish house of prayer. It is often used as a house of study and for life cycle events. In many places, a synagogue also serves as a community center and may offer social services.



Photo Source: (CC)Wikimedia Commons.
Ohel Jakob Synagogue in Munich, Germany *

XR Activity

Individually, in small groups, or as a class, students go through the XR. This lesson asks students to focus on the significance of the synagogue for Charlotte. Each chapter begins with an image of the Ohel Jakob Synagogue in Munich with accompanying text. This synagogue is also discussed more in-depth in chapter II “The Destruction.” and chapter IV “Rebuilding.” Students will listen to Charlotte’s testimony in its entirety in order to understand what happened to this place. They do not need to click on the hotspots for this lesson.



As students explore the Ohel Jakob Synagogue throughout the XR, they should take notes – freehand or using a graphic organizer. Some guiding questions include:

- What does Charlotte note about the synagogue in each chapter?
- What role does the synagogue play for Charlotte at different periods of her life?
- What emotions does Charlotte share?
- What additional information would be helpful to know?

After completing the XR experience, students discuss the following questions: This can be done in a large group, small groups – pair and share, or individually such as with a graphic organizer or worksheet.

- What happened to the Ohel Jakob Synagogue during *Kristallnacht*?
- How did Charlotte know about what happened to the synagogue on *Kristallnacht*? How did she feel about it?
- What is the state of the synagogue today?
- Why was this synagogue an important place for Charlotte before and after the Holocaust?

Reflection

This can be done in a large group, small groups – pair and share, or individually such as with a graphic organizer.

Questions about the synagogue

- What is the significance of the new Ohel Jakob Synagogue?
- How does knowing the history of the Ohel Jakob Synagogue help us to better understand its role and meaning today?
- The Holocaust destroyed most of Munich's Jewish community. Based on the final chapter, what do we learn about the state of the Munich Jewish community today?

Broader Reflection

- What questions do you have for Charlotte that she didn't share in her testimony?
- What questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Optional: Questions about the XR experience

This can be done in a group discussion or on paper.

- Did you feel a sense of connection with Charlotte?
- What were some challenges you encountered?

Conclusion

Charlotte ends her testimony by speaking about the rise of antisemitism, but also the happiness she derives from the Jewish institutions in Munich today.

- What is Charlotte's message at the end of her testimony?
- Antisemitic acts often target synagogues. What can we do when we witness antisemitism today? How can we respond?
- Charlotte's testimony ends with "When the tourist buses stop here, I often hear the Munich guide say: "And here you can see our synagogue." I cannot imagine anything more beautiful." What does this mean to you?

Additional Activity

- Students can ask Charlotte the questions they generated during the activity and in the reflection. They can also consider the following questions: How did you feel about asking Charlotte questions in this format? In what ways was this different than asking questions of someone in person?
- Students can visit a local synagogue and/or learn about the Jewish community in their local context.





Lesson 6: The Importance of Artifacts

ENDURING UNDERSTANDING

Artifacts provide evidence of the Holocaust as well as how people experienced these events. Sometimes artifacts are the only material evidence we have of people or communities. During the Holocaust, whole towns were destroyed so artifacts such as photos or religious objects from those places hold a lot of significance.

ESSENTIAL QUESTIONS

What role do artifacts play in our understanding of the Holocaust? Why are artifacts particularly important to understand the Holocaust?

Notes to teachers:

It is important for users to understand Charlotte's story from beginning to end. Students must all start at the beginning and are not able to skip forward. Once a section has been completed, students can return to a section they have previously viewed.

This lesson focuses on the "hotspots," or the additional archival materials indicated by yellow circles that say "click to interact." It would be most effective if students have already explored the XR narrative and are familiar with Charlotte's story. The activity will focus on how the archival information expands upon Charlotte's testimony to provide more context about key moments during the Holocaust.

This lesson is designed to focus on students' direct engagement with Charlotte's story through the XR experience, *Inside Kristallnacht*. Teachers are encouraged to modify the activities as needed to accommodate student needs.

Depending on timing and educator choice, students also have the opportunity to ask Charlotte about her life.

If students are not familiar with Holocaust history, the teacher should review key terminology and provide historical context before engaging with the XR experience, so students can better understand Charlotte's memories.

Opening

Ask students to define the term “artifact.” [An object that has some historical or cultural significance. This includes photos and videos.]

Ask students to think of one artifact — an object or photo or video — that is significant to them. As a class, in small groups or pairs, or individually, students should consider the artifact, its meaning and significance.

Questions students can consider:

- What is the artifact?
- When and where is it from?
- How did you obtain the artifact?
- Why is it important to you?
- If someone else saw this artifact, would they recognize its importance?
- Where do you keep the artifact?

Artifacts tell stories. We need to examine them to learn their stories.

Historical Context

Artifacts can be everyday objects that carry sentimental value, historical consequence, and/or cultural interest. During the Holocaust, the Nazis stripped Jews of all their property and belongings. It was rare for Jews to have even a photo, let alone a possession, after they were forced out of their homes. They made great efforts to hold onto any items they were able to take with them throughout the Holocaust, such as a ring or a photo. After the war, some survivors returned to their homes — that were often no longer in their family’s possession — and hoped to retrieve something of personal significance to them. This was quite rare. In some cases, particularly in Eastern Europe and the Soviet Union, entire Jewish communities were wiped out. Any artifact from those towns, such as a photo or a home video, serves as evidence of a Jewish community that no longer exists.



Teddy bear belonging to Jack Hellman as a child. He carried it with him when he left for England from Germany on a Kindertransport in early 1939. Photo: USHMM



A first-grade class at a Jewish school. Cologne, Germany, 1929-1930. Photo: USHMM



Artifacts from the Holocaust are one type of archival material that contribute to our understanding of the Holocaust and can document evidence of the Holocaust. In this XR experience, we will explore some of the evidence from this time period that helps us better understand how the Holocaust happened and its impact.

XR Activity

Individually, in small groups, or as a class, students go through the XR. Each chapter has artifacts, or “hotspots,” that students can click on to view archival materials related to the scene. These provide additional historical content or stories of other victims or survivors. Charlotte is one survivor and though her story is the focus of this experience, it is valuable for students to examine additional information related to the Holocaust.

Recommended format

Divide students into four groups and assign each group one chapter that will be their focus. All students will go through all four chapters of the XR experience, but each group will explore the additional content in their assigned chapter. As they delve into the various sources, students take notes, freehand or in a graphic organizer.

Please note that the number and length of “hotspots” in each chapter vary. Teachers can modify the instructions based on class length and student learning needs. For example, teachers can suggest to each group to pick one example from each type of archival source (ex: video, photo, testimony, etc.). For more details on the hotspots, please see the teacher’s guide.

Information students should consider when examining archival materials:

- What type of archival material is featured?
- What evidence and/or information does the material provide?

The students then jigsaw into larger groups where they each share what they learned from that section. By doing so, students will share and compare the types of archival materials and supplemental information.

After completing the XR experience, students discuss the following questions. This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer or worksheet.

- How does the evidence and/or information contribute to our understanding of the Holocaust?
- How does the evidence and/or information relate to the scene and/or Charlotte’s testimony?

Reflection

This can be done in a large group, small groups — pair and share, or individually such as with a graphic organizer.

- As a class, in small groups, or individually, students should analyze and reflect on the information they gathered from the XR activity.
- What types of artifacts did you encounter in the XR experience?
- How do you interpret these materials? Why were they significant?
- Do you think the meaning of these artifacts has changed over time? If yes, how so?
- How did learning about these artifacts add to your understanding of the Holocaust?

Broader Reflection

- What questions do you have about what you learned from Charlotte's story? Were there any terms she used that you were not familiar with?
- If you will continue to use the XR and/or other lessons: What additional information would you like [have liked] to learn from Charlotte?

Optional: Questions about the XR experience

This can be done in a group discussion or on paper.

- What were some challenges you encountered?

Conclusion

As a conclusion, focus on the larger takeaways from the content students explored.

- How did the artifacts help you connect Charlotte's story with the broader history of the Holocaust?
- How can artifacts help us understand history?
- Why are artifacts particularly important for helping us better understand the history of the Holocaust?





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About the Claims Conference

The Conference on Jewish Material Claims Against Germany (Claims Conference), a nonprofit organization with offices in New York, Israel and Germany, secures material compensation for Holocaust survivors around the world. Founded in 1951 by representatives of 23 major international Jewish organizations, the Claims Conference negotiates for and disburses funds to individuals and organizations and seeks the return of Jewish property stolen during the Holocaust. As a result of negotiations with the Claims Conference since 1952, the German government has paid more than \$90 billion in indemnification to individuals for suffering and losses resulting from persecution by the Nazis.

For more information, please visit: www.claimscon.org

