

# THE FAKTOR INVESTIGATION: KURT KRIZSHABER

Grade level	Duration	Subject Area
9-12	45-90 minutes, adjustable	English Language Arts/Social studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	Sources 1-6	<b>Refugee:</b> ( <i>n</i> ) a person who has been forced to leave his/her home due to war, natural disasters, or political unrest, etc.
Character mapping	Maps for students	<b>Enemy Alien:</b> ( <i>n</i> ) a person who is nonnative to the nation in which he/she resides but is considered an enemy of that nation.
Think-Pair-Share	Markers or maps	<b>Internment Camps:</b> ( <i>n</i> ) camps that house interned people.
	Website access & addresses	

## Learning Objectives (address anchor standards):

- (LAFS.910.RH.1.2) I can determine the central ideas of a primary or secondary source and write a summary of how the key events/ideas develop.
- (LAFS.910.SL.1.2) I can use multiple sources of information and evaluate the credibility of each source.
- (LAFS.1112.RH.3.9) I can use both primary and secondary sources to understand an event or idea.
- (SS.912.W.1.3) I can interpret both primary and secondary sources.

### Higher-Order Thinking Questions:

1. Who is Kurt Krizshaber?
2. Why might a historian prefer to use a primary source for his/her research? Why were “enemy aliens” sent abroad from Great Britain?
3. Why did Winston Churchill call the Dunera incident a “deplorable mistake”?
4. Based on the documents, what were conditions like in Tatura?
5. How does mapping our Kitzhaber’s journey help us understand his life?
6. How can historians use historical evidence to piece together history?

### Differentiation Strategies:

- Use of document camera so all students can see mapping process.
- Source titles can be available in other languages for ESOL students.

### Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Teacher will then introduce the name *Kurt Krizshaber*. Ask students if they can guess who he may have been based on his name (examples: was he Jewish? Was he a Nazi? Is this Holocaust or WWII related?).
3. Based on the correct answers from this question, teacher will create a character map on the board.
4. Now, the teacher will continue filling in the character map as he/she gives a brief bio on Krizshaber (sample character map attached).
5. Teacher will explain that we will be learning about this man’s journey through using both primary and secondary sources.
6. Ask students if they can explain the difference between a primary and secondary source. Provide a brief discussion on the difference.
- 7.

### Higher-Order Thinking Question:

1. Who is Kurt Krizshaber?
2. Why might a historian prefer to use a primary source for his/her research?

### Differentiation Strategies:

N/A



**Instruction:**

1. Next, students will also receive their own blank maps to track Krizshaber's life.
2. The teacher will lead the students in drawing an arrow from Vienna to England and adding the dates (sample map attached).
3. Teacher will hand students Sources 1 and 2 and ask if it is a primary or secondary source.
4. Students will read Sources 1 and 2 to learn more about the treatment of enemy aliens in Great Britain.

**Higher-Order Thinking Question:**

1. Why were "enemy aliens" sent abroad from Great Britain?
2. Why did Winston Churchill call the Dunera incident a "deplorable mistake"?

**Differentiation Strategies:**

The map can be projected onto the document camera so all students can see.

**Guided-Practice:**

1. Now, students will read Sources 3, 4, and 5 to determine the second tracking from England to Australia via the *HMT Dunera*.
2. With the reading of each source, provide a brief discussion on topics like the *HMT Dunera* and internment camps in Australia. Also discuss the higher-order thinking questions about each document.
3. The teacher will also lead students through finishing their map. The map will show Krizshaber full journey.

**Higher-Order Thinking Question:**

1. Based on the documents, what were conditions like in Tatura?
2. How does mapping our Krizshaber's journey help us understand his life?

**Differentiation Strategies:**

Source titles can be available in other languages for ESOL students.

**Closure/Review:**

1. After reviewing the map and Krizshaber final destination, the teacher will ask students to guess what they think may have happened to Krizshaber.
2. Students will read Source 6.
3. Students will then view the site of his unmarked grave via internet.

4. Teacher will introduce students to the project for a memorial or grave marker for Krizshaber.

1. How can historians use historical evidence to piece together history?

#### Sources List:

1. **Source 1:** (secondary source) *The Dunera Boys- 70 Years on After Notorious Voyage* article from BBC News.
2. **Source 2:** (secondary source) Henry Kahn biography by the USHMM.
3. **Source 3:** (primary source) Australian Prisoners of War form. This shows that Krizshaber transferred from Hay to Tatura.
4. **Source 4:** (secondary source) *Tatura- Rushworth, Victoria (1940-41)* article by the National Archives of Australia.
5. **Source 5:** (primary source) letter from Krizshaber to Sally Factor, 1941.
6. **Source 6:** (secondary source) Kitzhaber's obituary, September 1946.
7. National Archives of Australia.
8. **Source 5:** (primary source) letter from Krizshaber to Sally Factor, 1941.
9. **Source 6:** (secondary source) Krizshaber's obituary, September 1946.

#### Florida Standards (ELA):

LAFS.910.L.3.6, LAFS.910.RH.1.1, LAFS.910.RH.1.2, LAFS.910.RH.1.3, LAFS.910.RH.2.4, LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.2.4, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1, LAFS.910.SL.1.2

LAFS.1112.L.3.6, LAFS.1112.RH.1.1, LAFS.1112.RH.1.2, LAFS.1112.RH.1.3, LAFS.1112.RH.2.4, LAFS.1112.RH.2.5, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.2.6, LAFS.1112.RL.1.1, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2

#### Anchor Standards (ELA):

**LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.1112.RH.3.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Florida Standards (SS):

SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.A.6.4, SS.912.G.6.4, SS.912.W.1.1, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.7.6, SS.912.W.7.11

#### Anchor Standards (SS):

**SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.