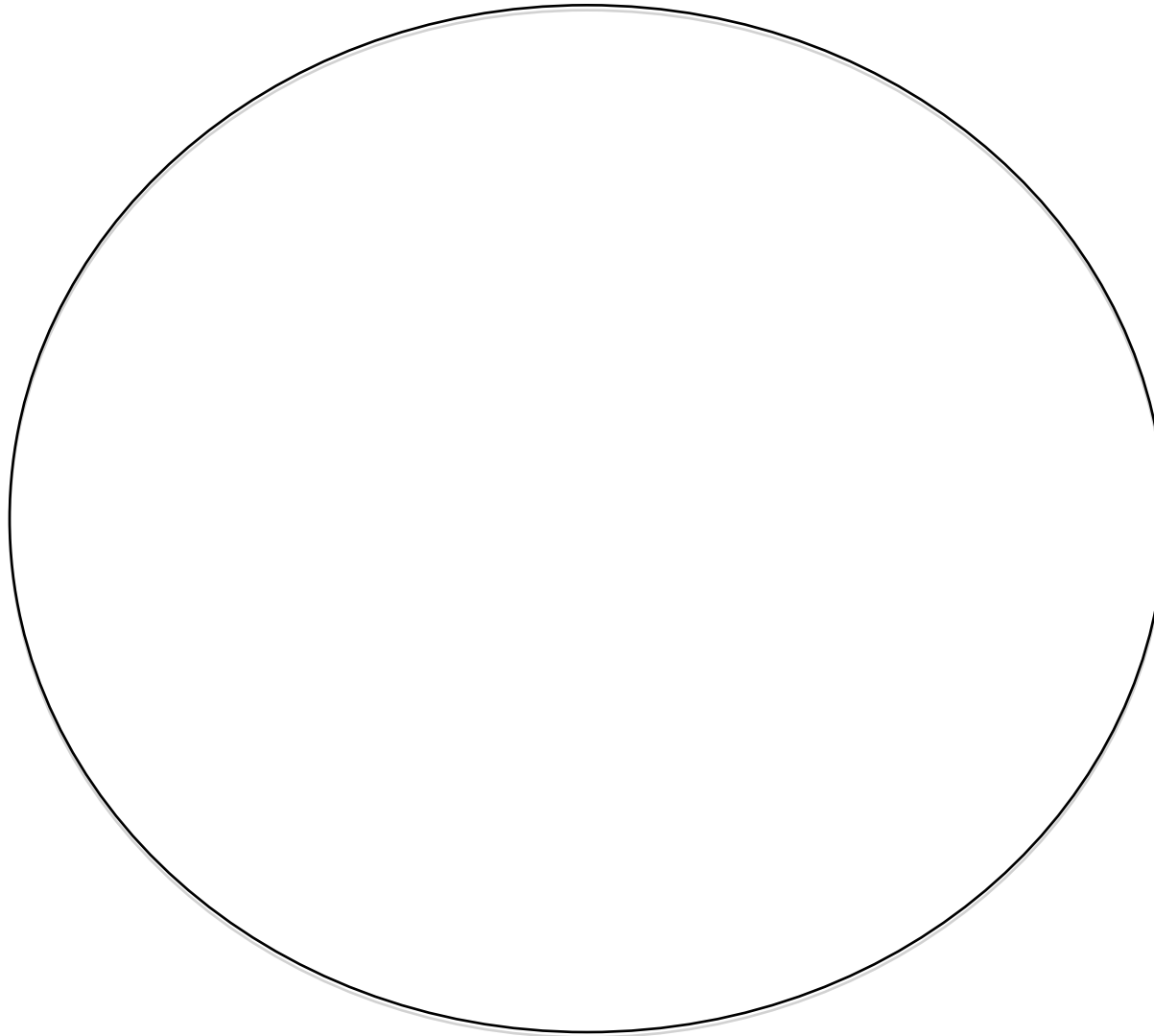


WHO IS RESPONSIBLE FOR THE HOLOCAUST?

Determine who was responsible for the Holocaust and to what extent they are guilty of crimes against humanity. Create a circle graph in which you assign the person(s) listed the percentage of responsibility you believe they should bear for the Holocaust. All percentages must add up to 100%.



RED: Residents of Auschwitz and other towns near concentration camps who knew about the camps but did nothing to stop them.

BLUE: Minor Nazi soldiers who carried out the mass extermination orders without questioning their superiors.

GREEN: Hitler, the leader of the German nation who hated Jews and other “undesirables” and wanted them destroyed.

YELLOW: German citizens who voted for Hitler and the Nazi Party to revitalize their morally and economically depressed country.

ORANGE: The Jews who did not try to escape.

PURPLE: Top SS officers who designed and executed the "final solution" for Hitler.

BROWN: Non-Jewish Europeans who turned against their fellow citizens for fear that they too would be imprisoned as Jewish sympathizers.

WHITE: Leaders of the Allied countries who saw evidence of the Holocaust, but initially refused to get involved or voice opposition to Hitler.

PINK: Churches of all denominations who remained silent and refused to intervene when confronted with evidence of the Holocaust.

BLACK: Yahweh, the God of the Jewish faith, who seemed absent and silent during this massive genocide.

COMMON CORE STATE STANDARDS

- Reading 1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Reading 2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Reading 3 – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Reading 7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Reading 8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Reading 9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Reading 10 – Read and comprehend complex literary and informational texts independently and proficiently.
- Writing 6 – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Writing 7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Writing 8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Writing 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Speaking and Listening 1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening 2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Speaking and Listening 3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Speaking and Listening 4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Speaking and Listening 5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.