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INTRODUCTION

The purpose of this booklet developed by the New Jersey Commission on Holocaust Education, is to provide classroom teachers with sample questions for assessing the degree of effectiveness of Holocaust education instruction.

The questions are organized by grade level (K-4, 5-8 and 9-12); however, teachers may adapt questions from any grade level to make them grade-appropriate to their students. While the attitudinal questions regarding feelings may be used for discussion in an assessment situation, the optimum answer is provided in bold print. These responses should be private and anonymous and not graded.

The open ended questions should be graded on a 3 - 0 point scale, depending on student responses.

The assessment should be used to not only determine the educational growth of students in relation to the common core standards, but more importantly, to generate thinking and discussion on the moral and social issues which form the basis of Holocaust/Genocide education.

The questions deal with the following areas:

- **PREJUDICE**
  - prejudicial thoughts (e.g. stereotyping) and actions (e.g. avoidance, discrimination, physical attack)
  - propaganda

- **ALTRUISM/UPSTANDER**
  - empathy (trying to understand feelings of others)
  - pro-social thoughts and behavior (includes personal responsibility to be involved in helping others)
  - rescue/resistance in the Holocaust

- **Bystander**
  - bystander
  - conformity to peer pressure (prejudice)

- **LEGAL**
  - legal judgement

- **VICTIM REACTION**
  - defensiveness
  - denial
  - feelings of actual victim.
  - resistance

- **ACCEPT DIFFERENCES**
  - people may be different on some traits but similar overall

- **GEOGRAPHY**
  - facts

- **CHRONOLOGY**
  - time lines
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The New Jersey Commission on Holocaust Education has developed this booklet to provide classroom teachers with sample questions for assessing the effectiveness of Holocaust education. It is a revision of the draft distributed during the 2000/01 school year. The first edition was evaluated and revised by teachers in Ewing, Lawrence and Trenton.

The questions measure (or assess) mastery of historical content, as well as the thoughts and feelings of students in a contemporary world of prejudice and inter-group conflict. In addition, students’ understanding of several psychological terms is assessed.

The questions are organized by grade level (K-4, 5-8 and 9-12), however teachers may adapt or select questions from any grade level to make their evaluations appropriate to what their students have covered.

There is a twofold objective of the assessment: to measure the student’s educational growth and to assess students’ moral thinking about issues related to prejudice and discrimination.

The correct content answers are in boldface. The responses to the attitudinal questions are designed to assess moral judgments. The boldfaced responses are considered by the New Jersey Holocaust Commission as goals of Holocaust Education.

The questions deal with the following areas and their components:

**PREJUDICE**
- prejudicial thoughts (e.g. stereotyping) and actions (e.g. avoidance, discrimination, physical attack, genocide)
- propaganda

**ALTRUISM**
- empathy
- prosocial thoughts and behaviors (includes personal responsibility to be involved in helping others)
- rescue in the Holocaust

**Bystander**
- bystander inaction
- conformity to peer pressure (prejudice)

**Legal**
- laws
- trials

**Victim Reaction**
- perceived feelings of the victim
- resistance
ACCEPTING DIFFERENCES
  • non prejudice beliefs about others who belong to different social groups

GEOGRAPHY
  • where events occurred
  • map

HISTORY
  • time lines
  • events
  • people
BOOKS/VIDEOS

Sneetches

1. (ALTRUISM)
   In the video, The Sneetches, those without the stars feel sad because:
   a. The stars help keep them warm.
   b. They feel left out.
   c. The stars are pretty

2. (ACCEPTING DIFFERENCES)
   At the end of the video, The Sneetches:
   a. Those with the stars now feel that they are better than those without stars.
   b. Those without the stars feel they are better than those with stars.
   c. The Sneetches realize that having a star or not having a star is not important.

3. (ACCEPTING DIFFERENCES)
   One of the lessons we learn from The Sneetches is that:
   a. It is important to dress like everyone else.
   b. We should not choose our friends only by how they look.
   c. Sneetches are silly because they don’t like marshmallows.
   d. People can look different anytime they want.

Terrible Things

1. (BYSTANDER)
   Why didn’t the rabbits run away when the Terrible Things were catching the other animals?
   a. They didn’t think the Terrible Things would pick on them.
   b. They didn’t know about the Terrible Things.
   c. They thought they were stronger than the Terrible Things.
   d. They thought the Terrible Things were imaginary creatures.

2. (ALTRUISM)
   In Terrible Things, what does “little rabbit” do after the other rabbits are carried away?
   a. Little Rabbit runs to hide in a bush.
   b. Little Rabbit goes to stay with the squirrels.
   c. Little Rabbit goes to find the other rabbits.
   d. Little Rabbit goes to warn the other animals in the forest.
3. **(ALTRUISM)**
   What is the important lesson in *Terrible Things*?
   a. *It's important to help others in trouble.*
   b. It is hard to catch animals in a net.
   c. We will be safe if we ignore our friends when they are in trouble.
   d. People get picked on only if they deserve it.

*Psychological Terms*

1. **(PREJUDICE)**
   Prejudice means not liking someone because they look different from you.
   a. True
   b. False

2. **(PREJUDICE)**
   Stereotyping means thinking that everyone with the same skin color or religion, acts the same way.
   a. True
   b. False

*Attitudinal Questions.*

The following questions are designed to measure feelings and thoughts about inter-group relations.

1. **(Bystander)**
   Jennifer and Amy are the two children in class who are always being picked on by the other children. One day Jennifer is standing in the schoolyard when the other children decide to play a mean trick on Amy. Jennifer joins in. Why do you think she joins in?
   a. She doesn't like Amy
   b. She tells herself that Amy likes being picked on.
   c. She wants to be part of the group.

2. **(Bystander)**
   Jennifer and Amy are the two children in class who are always being picked on by the other children. One day Jennifer is standing in the schoolyard when the other children decide to play a mean trick on Amy. Jennifer joins in because she wants to be part of the group.
   a. Agree
   b. Disagree
3. **(Bystander)**
   (Open ended)
   Jennifer and Amy are the two children in class who are always being picked on by the other children. One day Jennifer is standing in the schoolyard when the other children decide to play a mean trick on Amy. Jennifer joins in. What might be the thoughts Jennifer has when she joins in to play a trick on Amy?
   
   (Guidelines on how many points each student receives for his/her answer)
   
   +3 She wants to be liked by the other children and join in their activities even though she knows that Amy will be hurt.
   +2 She wants to be liked by the other children and join in their activities.
   +1 She wants to be liked by the other children.
   +0 She doesn’t know why

4. **(Prejudice / Altruism)**
   Frank and Paul are good friends. They work and play together. One day when Paul is sick and not in school, Elliott, a student who is fat, comes over to Frank and asks to play with him. They play together. When Paul comes back, he doesn’t want Elliott to play with him and Frank because he doesn’t like fat children. What should Frank do?
   a. Stop playing with Elliott.
   b. **Tell Paul that the way Elliott looks is not important.**
   c. Tell Paul that Elliott is different from other fat people. He is not clumsy and sloppy.

5. **(Prejudice)**
   Frank and Paul are good friends. They work and play together. One day when Paul is sick and not in school, Elliott, a student who is fat, comes over to Frank and asks to play with him. They play together. When Paul comes back, he doesn’t want Elliott to play with him and Frank because he doesn’t like fat children. Frank should stop playing with Elliott because Elliott is fat.
   a. **Agree**
   b. **Disagree**

6. **(Altruism)**
   Frank and Paul are good friends. They work and play together. One day when Paul is sick and not in school, Elliott, a student who is fat, comes over to Frank and asks to play with him. They play together. When Paul comes back, he doesn’t want Elliott to play with him and Frank because he doesn’t like fat children. Elliott is unhappy when children do not want to play with him. Do you think it's because:
   a. **He does not think the children really know him?**
   b. **He wants to be the most popular student?**
   c. **His mother wants him to play with the other children?**
7. (PREJUDICE / ALTRUISM)
During recess there are two separate games of kickball being played. The children in one group wear fancy clothes and the children in the other group wear plain clothes. Anne wears fancy clothes and her friend Carol wears plain clothes. Anne wants Carol to join her game but the other children make fun of her and call her names. What do you think Anne would do?
a. Join her friends in teasing Carol so she feels part of the group.
b. Invite Carol to play and tell the others they are not being fair.
c. Pretend she doesn’t know Carol so she won’t be embarrassed.

8. (PREJUDICE / ALTRUISM)
During recess there are two separate games of kickball being played. The children in one group wear fancy clothes and the children in the other group wear plain clothes. Anne wears fancy clothes and her friend Carol wears plain clothes. Anne wants Carol to join her game but the other children make fun of her and call her names. How do you think Carol feels?
a. Upset.
b. Bored.
c. Doesn’t care.

9. (PREJUDICE / ALTRUISM)
During recess there are two separate games of kickball being played. The children in one group wear fancy clothes and the children in the other group wear plain clothes. Anne wears fancy clothes and her friend Carol wears plain clothes. Anne wants Carol to join her game but the other children make fun of her and call her names. The teacher heard the teasing. Should the teacher:
a. Ignore the incident.
b. Stop recess and explain to the children that it is wrong to tease someone on the way they dress.
c. Feel the children in each group should stay together.

10. (ALTRUISM)
When I see a bully teasing someone, I_____ wonder how the person who is teased feels.
a. Yes
b. Maybe
c. No

11. (ALTRUISM)
If my friends are teasing someone it’s good if I tell them it’s not a nice thing to do.
a. Yes
b. Maybe
c. No
12. **(ALTRUISM)**
When people get picked on or teased, I imagine they:
   a. Don't care if they are teased.
   b. Feel upset because they want people to like them.
   c. Ignore the teasing.

13. **(ALTRUISM / ACCEPTING DIFFERENCES)**
You heard one of your friends describe a new child in class this way:
"His face looks kind of different from mine, and his talking is sometimes slow, and it
makes me feel funny and there's one thing I know: He is nothing at all like me, No,
he's nothing at all like me". What would you say to your friend?
   a. Yes, you are probably right.
   b. You can't tell if you would like someone unless you talk to him or her.
   c. All my friends have to look like me for me to like them.

14. **(ALTRUISM)**
I think children who tease other children, hurt the other children's feelings.
   a. Agree
   b. Maybe
   c. Disagree

15. **(PREJUDICE)**
People who wear different kinds of clothing shouldn't play with each other.
   a. Agree
   b. Maybe
   c. Disagree

16. **(ALTRUISM)**
I feel sorry for children who are teased because of the way they dress.
   a. Yes
   b. Maybe
   c. No

17. **(ALTRUISM)**
Children feel sad when they are called names.
   a. Yes
   b. Maybe
   c. No

18. **(ACCEPTING DIFFERENCES)**
All my friends should all have the same skin color, or the same religion.
   a. Yes
   b. Maybe
   c. No
GRADES 5-8

Holocaust Content

Questions are worded as either multiple choices or open-ended. For the open-ended questions, the answers are rated from full credit (+3) to various degrees of partial credit.

1. (LAWS)
   In the 1930’s, before the war, Jews were:
   a. Not allowed to go to public schools.
   b. Put into ghettos.
   c. Carried by trains to the death camps.

2. (HISTORY/PREJUDICE)
   Kristallnacht was a night in November 1938 when:
   a. Jews were required to wear yellow stars.
   b. Synagogues and Jewish stores were burned.
   c. Jews were sent to death camps.

3. (HISTORY/PREJUDICE)
   Ghettos were areas in Poland which were set aside:
   b. For Jews and Poles to live together.
   c. For parks and playgrounds.

4. (HISTORY/PREJUDICE)
   Trains or cattle cars were important in the Holocaust because that was the way Jews were moved to death camps.
   a. True
   b. False

5. (HISTORY/PREJUDICE)
   Only Jews who lived in Germany suffered during the Holocaust.
   a. True
   b. False

6. (GEOGRAPHY)
   During the Nazi era, the largest concentration of Jews lived in which of the following countries?
   a. Denmark
   b. France
   c. Germany
   d. Poland
7. **(ALTRUISM)**

Someone who saved Jews during the Holocaust is referred to as:

a. Bystander
b. Rescuer
c. Perpetrator

8. **(HISTORY)**

Anna is a German citizen who lives with her family in Munich. Her husband is a high-ranking civil servant and a member of the Nazi party. She does not support the anti-Jewish attitudes of many of her neighbors. One night, a Jewish friend knocks on her door and asks for help to escape from the Nazis. They are rounding up Jews from all over Germany, as well as burning synagogues and department stores. These attacks are occurring due to:

a. The boycott of Jewish stores
b. The burning of books
c. **Kristallnacht**
d. The Nuremberg racial laws

9. **(HISTORY)**

(open-ended)

What are the significant events involved in "Kristallnacht"?

+3
- Jewish stores and synagogues were destroyed.
- Jews were required to pay for the destruction.
- Men were rounded up and sent to concentration camps.

+2

two of the above.

+1

one of the above.

10. **(HISTORY)**

Put in the proper time sequence - ghettos, death camps, deportation, Kristallnacht, Nuremberg Laws, Evian Conference, Death Camps

+3

Correct order- Nuremberg Laws, Evian Conference, Kristallnacht, ghettos, deportation, Death camps

+2

one in the wrong sequence

+1

two in the wrong sequence.

0

three or more in the wrong sequence.
11. **(GEOGRAPHY/ALTRUISM)**
During the Holocaust years, which country saved the highest proportion of its Jewish citizens?
   a. France
   b. Denmark
   c. Sweden
   d. Poland

12. **(HISTORY/LEGAL)**
Which of the following legally defined Jews as non-citizens?
   b. The boycott of stores in 1933.
   c. The out come of Kristallnacht in 1938.

13. **(PREJUDICE)**
Jews were blamed for the poor economic and social conditions in pre-World War Two Germany: This sort of blaming is an example of:
   a. Segregation
   b. Discrimination
   c. Scapegoating

14. **(ALTRUISM / VICTIM REACTION-RESISTANCE)**
The SS St. Louis was:
   a. A ship sailing from St. Louis to bring food for Holocaust victims
   b. A ship sailing from Germany to Cuba with Jews hoping to escape.
   c. A ship carrying Jews to the US after the conclusion of WWII.
   d. A ship taking Jews to Israel after WWII.

15. **(HISTORY)**
Which of the following Nazi acts against either Jews or against other enemies of the state, occurred in 1933?
   a. The boycott of Jewish stores.
   b. The burning of books.
   c. The opening of Dachau.
   d. All of the above.

16. **(GEOGRAPHY/HISTORY)**
World War Two began when Germany attacked:
   a. France
   b. Poland
   c. Russia
   d. Italy
17. (GEOGRAPHY/HISTORY)
After occupying Poland, in 1940, Germany invaded:
a. Russia
b. France
c. Italy
d. England

18. (HISTORY)
The ghetto the Nazis created to “trick” the world into believing the Jews were not badly treated was:
a. Terezin (Theresienstadt)
b. Warsaw
c. Crakow
d. Vilna

19. (VICTIM REACTION)
The ghetto where Jews put up a fierce resistance in 1943 was:
a. Crakow
b. Warsaw
c. Babi Yar
d. Treblinka

20. (ALTRUISM/HISTORY)
The Swedish diplomat who saved the lives of many thousands of Jews in Hungary was:
a. Raoul Wallenberg
b. Oscar Schindler
c. Varian Fry
d. Pastor Bonhoeffer

21. (LEGAL)
The major charges against war criminals at Nuremberg were:
a. Crimes against the peace.
b. War crimes.
c. Crimes against humanity.
d. All of the above.

22. (PREJUDICE-PROPAGANDA) PUT IN PICTURE #1 - New Youth
The following Nazi poster of a young man exemplifies Nazi propaganda because:
a. It shows new youth who are strong.
b. It shows new youth who have excellent physical proportions.
c. It shows new youth who are devoted to the Hitler Youth Movement.
d. All of the above.
23. **(GEOGRAPHY)** PUT IN MAP
Looking at the map of the death camps, why were these camps concentrated in Poland:
   a. Poland had more space for death camps than other occupied territories.
   b. Poland had an excellent communications system to coordinate with the death camps.
   c. The Polish Government in exile requested that the National Socialists locate death camps in Poland.
   d. **Poland had the highest concentration of Jews among the Nazi occupied countries of Europe.**

24. **(PREJUDICE)**
Hatred of Jews is called:
   a. **Anti-Semitism**
   b. Zionism
   c. Race Science
   d. Eugenics

25. **(HISTORY)**
Hitler was called:
   a. **The Fuhrer**
   b. The Commandant
   c. The Dictator

**Psychological Terms**

1. **(PREJUDICE)**
Stereotyping is: ______
   a. Thinking all people of a group (same skin color, religion, etc.) act the same way.
   b. Thinking all people of a group (same skin color, religion, etc.) do not act the same way.
   c. Preventing people of a particular racial or cultural group from going to school.

2. **(PREJUDICE)**
Discrimination:
   a. **May limit opportunities of a certain racial or ethnic group.**
   b. Is an opinion about a racial or ethnic group based on rumor or fact.
   c. It is a type of genocide.
3. What is the difference between prejudice and discrimination?
   +3
   - Prejudice includes feelings and thoughts about a person of an ethnic group.
   - Discrimination is an act of exclusion towards the person of an ethnic group.
   +2 Includes both terms but not as precise.
   +1 Includes only one term
   0 none

BOOKS

Twenty and Ten by Claire Bishop

1. (ALTRUISM)
   Based upon the story, describe what is taking place on the book's cover:
   a. The Nazi soldier is protecting the children behind him.
   b. The children are planning to surprise the soldier from behind.
   c. The children are hiding and realize that the Nazi soldiers are trying to find them.
   d. None of the above.

2. (ALTRUISM)
   The narrator is one of the Christian children and responded to the Nazi soldiers by:
   a. Showing her fear.
   b. Pretending to like the Nazis.
   c. Speaking in a rude way about the Nazis.
   d. Pretending she was stupid.

3. (ALTRUISM)
   The Christian children generally showed:
   a. Anger at the Jewish children for putting them in danger.
   b. Concern for the Jewish children.
   c. Willingness to cooperate with the Nazis.
   d. Cowardice by giving information about the Jewish children.

4. (ALTRUISM)
   What wise advice did Henry give after it appeared that the Nazis soldiers had left:
   a. He recommended that the Jewish children leave the cave.
   b. He recommended that the Christian children join their Jewish friends in the cave.
   c. He recommended that the Christian children act normal and not tell the Jewish children to leave their hiding place.
   d. He recommended that one of the children go in search of Sister Gabriel.
5. **(ALTRUISM)**  
   The youngest child, Louis, confused the Nazis by:  
   a. Reporting that the Christian children were Jews.  
   b. Pointing to the cave and saying that Jews were hidden there.  
   c. Crying so much that the Nazi soldiers could not stay any longer.  
   d. **Pretending he was unable to speak.**

**Number The Stars**

1. **(BOOK CONTENT)**  
   The Johansens and Rosens were:  
   a. Relatives  
   b. **Neighbors**  
   c. Jewish families  
   d. All of the above.

2. **(ALTRUISM)**  
   King Christian of Denmark was:  
   a. Unkind to his people.  
   b. Sickly and not often seen.  
   c. **Patriotic and resisted the Nazis.**  
   d. An admirer of Hitler and the Nazis

3. **(BOOK CONTENT)**  
   Uncle Henrik was:  
   a. A doctor  
   b. A farmer  
   c. A businessman  
   d. **A fisherman**

4. **(ALTRUISM)**  
   Danes helped the Jews escape the Nazis by using:  
   a. Bicycles  
   b. Cars  
   c. Hiking  
   d. **Boats**

5. **(ALTRUISM)**  
   Jews were helped to escape the Nazis by being sent to:  
   a. **Sweden**  
   b. Norway  
   c. Holland  
   d. France
6. **(BOOK CONTENT)**
The drug in the handkerchief was given to the dogs to:
   a. Ruin their sense of smell.
   b. Make them sleepy.
   c. Make them feel ill.
   d. Make them feel hungry.

**The Diary of Anne**

1. **(GEOGRAPHY)**
The Diary of Anne Frank was written by a young girl living in:
   a. Germany
   b. Holland
   c. Denmark
   d. France

2. **(BOOK CONTENT/VICTIM REACTION)**
Anne Frank and her family went into hiding:
   a. When Anne received a letter to report to the authorities.
   b. When her parents received a letter to report to the authorities.
   c. When her sister, Margot, received a letter to report to the authorities.

3. **(BOOK CONTENT)**
Anne Frank died in:
   a. Auschwitz
   b. Bergen-Belson
   c. Dachau
   d. Buchenwald

4. **(BOOK CONTENT)**
Anne’s diary was discovered:
   a. By Otto Frank when he visited Bergen-Belson.
   b. By Otto Frank when he followed Anne’s instructions where to find it.
   c. By Miep Geis, who found it and gave it to Otto Frank at the end of the war.
   d. By American troops who liberated Holland and gave it to Otto Frank at the end of the war.
Night by Eli Wiesel

1. **(BOOK CONTENT)**
The author of Night, Elie Wiesel, was:
a. An adult during World War II and the Holocaust.
b. Was a young child who was in Auschwitz.
c. Was orphaned as soon as the war started.
d. None of the above

2. **(VICTIM REACTION)**
According to the memoir Night:
a. Jews in Sighet had been warned of the impending crisis and prepared to oppose the Nazis.
b. Jews in Sighet were totally cut off from news from the outside world and were not prepared to deal with the Nazis.
c. Jews of Sighet were warned of the impending crisis but chose to call the messenger "a madman".
d. All of the above.

3. **(VICTIM REACTION)**
Madame Schachter cried out "Fire" in the cattle cars. She was:
a. Mad
b. A prophet
c. A witness
d. Elie's aunt

4. **(BOOK CONTENT)**
The men or women who were in charge of each of the barracks were:
a. SS
b. Gestapo
c. Kapos
d. Commandants

5. **(VICTIM REACTION)**
While watching the hangings at Buna in Auschwitz, Eliezer exclaims: "Where is God now?" As he thinks about this, he remarks "Here he is hanging in this gallows." His statement:
a. Is hopeful.
b. Is despairing.
c. Has no meaning.
d. Is a neutral statement.
**Attitudinal Questions.**

The following questions are designed to measure feelings or thoughts about inter-group relations.

1. **(ACCEPT DIFFERENCES)**
   Joey is having a birthday party on Sunday and his parents have invited many children from the neighborhood. Joey is friendly with Jeannette, who is Joey's only friend of a different skin color. When he tells his other friends about his plans for the party, they tell him that they would be unhappy if Jeannette is invited because she is a different color. What do you think Joey should do?
   a. Not invite Jeannette because he doesn’t want his friends to be mad at him.
   b. **Invite Jeannette and point out to his friends that Jeannette is his friend.**
   c. Invite Jeannette only if his other friends agree.

2. **(PREJUDICE/ALTRUISM)**
   When my friends see a person of another race or religion and say nasty things about them, I ______ try to stop them.
   a. **Always**
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

3. **(PREJUDICE/ALTRUISM)**
   When my friends see persons from another country and say nasty things about them, I ______ try to stop them.
   a. **Always**
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

4. **(PREJUDICE/ALTRUISM)**
   When my friends see persons of another race and say nasty things about them, I should ______ try to stop them.
   a. **Always**
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never
5. (ALTRUISM)
When I see a bully teasing someone, I _____ wonder how the victim feels.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

6. (PREJUDICE / ALTRUISM)
I _____ think that ethnic or racial jokes hurt the feelings of people who are mentioned in the jokes.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

7. (PREJUDICE/ALTRUISM)
When I see a classmates of different races, I _____ wonder how they feel when they are “picked on”? 
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

8. (Bystander)
When I see discrimination against a classmate, I ______ look the other way.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

9. (PREJUDICE / ALTRUISM)
When my friends see a child of a different race, it doesn’t bother me if they yell “racial” names.
   a. Strongly agree
   b. Slightly agree
   c. Slightly disagree
   d. Strongly disagree
10. (PREJUDICE/ALTRUIISM)
    I _____ think about how people are treated differently because of their race or
    religion.
    a. Always
    b. Usually
    c. Sometimes
    d. Rarely
    e. Never

11. (PREJUDICE/ALTRUIISM)
    (open ended)
    There may be times when your friends make jokes about people who belong to
different ethnic groups. What would you do?
    +3
    -Tell them its wrong because they are being prejudiced.
    -They are reacting to people as categories and not as individuals.
    -They are hurting other people’s feelings.
    +2
    Two of the above
    +1
    One of the above

12. (PREJUDICE/BYSTANDER)
    Joey is “hanging out” at the mall and one of his friends makes a joke about Irish
    people. How would you feel about the ethnic jokes?
    a. Bad only if one of his parents is Irish
    b. Bad because he hates hanging around
    c. Good because he likes ethnic jokes on other people.
    d. Bad because ethnic jokes are related to prejudice.

13. (ACCEPTING DIFFERENCES)
    When I see a classmate of different races, I _____ wonder what they think of me.
    a. Always
    b. Usually
    c. Sometimes
    d. Rarely
    e. Never

14. (BYSTANDER)
    When I see classmates being “picked on” because of their race, I feel_____.
    a. Very upset
    b. Slightly upset
    c. I have no particular feeling
Holocaust Content

Questions are worded as either multiple choices or open-ended. For the open-ended questions, the answers are rated from full credit (+3) to various degrees of partial credit.

1. (PREJUDICE/HISTORY)
   (open-ended)
   The following statement was taken from the Nazi Party in 1920 (before Hitler became Chancellor in 1933):
   - Aliens and non-citizens can live in Germany only as foreigners.
   - Only citizens can vote and hold public office.
   - German blood is a requirement for German citizenship.
   - No Jew can be member of the nation.
   - The state insures that every citizen lives decently and earns his livelihood.
   If it is impossible to feed the population, then aliens must be expelled.

   These points can be seen as a warning sign of the Holocaust because
   +3
   - Jews (and other non-citizens) are seen as a different race (blood).
   - Jews (and other non-citizens) have few rights.
   - Jews (and other non-citizens) may be expelled from Germany.
   +2
   - Seen as a different race.
   - Includes that Jews (or other non-citizens) may be expelled.
   +1
   - any of the three
   0 no answer

2. (PREJUDICE/HISTORY)
   Which of the following statements was taken from the Nazi Party in 1920 (before Hitler became Chancellor in 1933):
   a. Aliens and non-citizens can live in Germany only as foreigners.
   b. Only citizens can vote and hold public office.
   c. German blood is a requirement for German citizenship.
   d. No Jew can be member of the nation.
   e. The state insures that every citizen lives decently and earns his livelihood.
   f. If it is impossible to feed the population, than aliens must be expelled.
   g. All of the above.
After the Nazi Party came to power the beliefs were basically:

a. Not enforced.
b. Ignored because of public protest.
c. Changed to help Jews.
d. Put into practice.

3. (PREJUDICE)
The following is a quotation from a speech Adolph Hitler made to the German people.
"We older ones are all used up. Look at these young men and boys... With them I can make a new world...there must be no weakness or tenderness...they will have no intellectual training". What did Hitler mean by this:

a. Young people are needed on the farms because the work is difficult.
b. Youth are the backbone of the Nazi regime.
c. Young people are free thinkers and should be allowed independence.
d. Young people cannot be molded into the backbone of the Nazi empire.

4. (PREJUDICE)
Alfons Heck, a young man who became a member of the Nazi Youth (portrayed in the video, Heil Hitler: Confessions of a Nazi Youth), recalled his feelings after he passed the initiation:

"There were some stinging body flops, but the pain was worth it when our...15 year old leader handed us the coveted dagger with its inscription, 'Blood and Honor'. From that moment on we were fully accepted". We might predict that Alfons Heck would:

a. Blindly follow the orders of the leader.
b. Follow the orders of the leader after careful consideration.
c. Feel a short-term connection with the Nazi youth was important.
d. All of the above.

5. (PREJUDICE / PROPAGANDA)
PUT IN New Youth, Farm Girls Returning from the Fields and Shepherd Girl. (open-ended)
What factors in the attached art illustrate Nazi propaganda:
+3
- the ideal aryan male and female.
- the beauty of nature.
- physical strength and vigor of Nazi Youth
+2
- two of the above
+1
- one of the above
6. **(ALTRUISM-RESCUE)**
   What is important about the story of the French village of LeChambon-sur-lignon?
   a. It was the village that became a holding camp for Jews.
   b. It was the village where Jews were sent to Spain and then the US.
   c. It was the village where the people hid the Jews from the Nazis.
   d. It was the village where Jews started a resistance against the Nazis.

or

7. **(ALTRUISM)**
   (open-ended)
   Why did the people of LeChambon try to rescue the Jews?
   +3
   -Pastor Trocme urged the residents to protect the Jews.
   -As Huguenots (French Protestants), who had suffered persecution in earlier centuries, they were aware of the minority perspective.
   -Ethical norms to help victims of prejudice were developed in the community.
   +2
   any two
   +1
   any one

8. **(ALTRUISM)**
   Some Christians rescued Jews during the Holocaust years. Their reasons for doing so include:
   a. Empathy for the Jews who were rounded up by the Nazis.
   b. A sense of injustice about religious persecution.
   c. A belief in "I am my brother's keeper."
   d. All are reasons why some Christians helped rescue Jews.

9. **(PREJUDICE)**
   (open-ended)
   What are some of the lessons of the Holocaust?
   +3
   -Prejudice may lead to hostility between groups.
   -People may blindly obey orders from authorities.
   -People will attack others if they do not feel responsible for their actions.
   -Ignoring prejudice perpetuates it.
   -Each of us has a responsibility to help people who are unfairly persecuted.
   +2
two of the above
   +1
   one of the above
10. **(ALTRUISM/HISTORY)**
Albert Einstein said, "The world is too dangerous to live in—not because of the people who do evil, but because of the people who sit and let it happen".
   a. Not all people are "evil", but some people commit "evil" acts.
   b. All people are evil.
   c. **People must become active and help people who are persecuted.**
   d. Good will always triumph over evil because it is "the right way."

11. **(ALTRUISM)**
What is the name of the student group that resisted the Nazis in Germany?
   a. **The White Rose.**
   b. The Blue Volk.
   c. The Red Guard.

12. **(LEGAL)**
The Nuremberg Laws labeled certain people as mischlinges. These people were considered:
   a. To have a mix of Catholic and Protestant background.
   b. **To have part Jewish and part Aryan background.**
   c. To have part American and part German backgrounds.
   d. To have converted to Judaism.

13. **(LEGAL)**
The defining characteristic of Jews according to the Nuremberg Laws was:
   a. **The religion of their grandparents.**
   b. Physical appearance.
   c. Attendance at Jewish religious services.
   d. Response to the annual census.

14. **(HISTORY)**
The killing of the "handicapped" and the mentally ill started:
   a. **Just before the beginning of the war.**
   b. After Auschwitz was built.
   c. Near the end of the war when the Germans were losing.
   d. In the year the Nuremberg Laws were passed.

15. **(PREJUDICE)**
(open-ended)
What does the statement, prejudice was a necessary but not sufficient explanation for the Holocaust, mean?
+3
Prejudice creates the context for hatred and intolerance, but there are other important conditions necessary for the Holocaust. They were:
- social frustrations (due to economics, loss of war).
- pressures to obey authority.
- conformity; a strong bureaucracy.
-a charismatic leader; etc.
+2
-prejudice creates the context for hatred and intolerance, and one of the other conditions.
+1
-student just knows that prejudice is important.

16. (HISTORY)
What was the importance of the Reichstag fire in 1933?
a. It burned down Jewish stores and synagogues.
b. Hitler was almost killed as part of a plot to blow up his office.
c. It occurred just before Kristallnacht.
d. It gave Hitler an opportunity to suspend the constitution.

17. (GEOGRAPHY)
The Einsatzgruppen were special squads that followed the German army that rounded up Jews in:
a. Holland and Belgium.
b. Denmark and Holland
c. France and Switzerland.
d. Poland and the USSR.

18. (LEGAL)
The Wannsee Conference was significant because:
a. It involved planning the invasion of France.
b. It was the first formal meeting of high-ranking Nazis in the 1930's.
c. It was the formal meeting of Nazi leaders in 1942 to plan the over-all killing of all Jews in Europe.
d. It led to Kristallnacht.

19. (LEGAL)
Which of the following Nazis was on trial at the Nuremberg War Crimes Trials.
a. Hitler
b. Goring
c. Goebbels
d. None was on trial.

20. (LEGAL)
At the Nuremberg Trials held after World War II the main charges against the Nazi War Criminals were:
a. Crimes against the peace.
b. War crimes.
c. Crimes against humanity.
d. All of the above.
21. (GEOGRAPHY) PUT IN MAP
The attached map of Europe shows Auschwitz. Why do you think the Nazis developed Auschwitz as one of the main killing centers?

a. It was significantly far away from Germany so the public would not be aware of the killing.
b. It was in East Europe where a large number of Jews lived.
c. It was centrally located and accessible to many countries of Europe.
d. All of the above.

22. (GEOGRAPHY) PUT IN MAP
Study the attached map of Europe. Why did Russia rather than the other allies liberate Auschwitz?

a. The Russians had as one of their priorities to liberate the camps.
b. It was closer to the American and English forces but they were less interested in liberating the camp.
c. The American and English forces preferred to liberate Dachau.
d. Auschwitz was en route when the Russians were going to attack Germany.

23. (LEGAL)
(open-ended)
Justice Robert Jackson, the Chief American Prosecutor at the Nuremberg Trial of 1945-6, set forth the main arguments of the prosecution in his opening speech. He emphasized:
"What makes this inquest significant is that these prisoners represent sinister influences that will lurk in the world long after their bodies have turned to dust. They are living symbols of racial hatreds, of terrorism and violence, and of the arrogance and cruelty of power. . . Civilization can afford no compromise with the social forces, which would gain renewed strength if we deal ambiguously or indecisively with the men in whom those forces now precariously survive."
What are the implications of Justice Jackson’s comments regarding the significance of the trials in the 1940’s.
+3
-The perpetrators of the Holocaust must be tried for their crimes.
-There must always be vigilance for racial hatred.
-and violence will always be present due to arrogance of power.
+2
Two of the above.
+1
One of the above.
24. **(HISTORY)**
Why did the National Socialists slow down the pace of anti-Semitic legislation during 1936:

a. Hitler admired Jewish athletes and did not want to offend these athletes during the Olympic Games.
b. The public threatened to boycott the Olympics because of the anti-Semitic policies.
c. The National Socialist administration had not yet developed the necessary bureaucracy for carrying out harsh anti-Semitic legislation.
d. **The National Socialists were sensitive to criticism from other nations participating in the Olympic Games and did not want to call attention to their discriminatory legislation against Jews and other minority groups.**

25. **(PREJUDICE)**
Joseph Goebbels, the Nazi Minister of Propaganda, said: "Nothing is easier than leading the people on a leash. I just hold up a campaign poster and they jump through it." What do you think Goebbels meant by this statement:

a. People are easily led.
b. People need a strong leader.
c. Campaign posters tell people what to think.
d. **All of the above.**

26. **(PREJUDICE/HISTORY)**
In addition to Jews which other groups were considered biological enemies of the Third Reich:

a. Jehovah's Witnesses
b. **Slavs**
c. Communists
d. Junkers

27. **(BYSTANDER)**
The filmmakers Claude Lanzmann interviewed a Polish peasant who had been living near the death camp of Treblinka. The peasant worked in a field that was next to the death camp and answered Lanzmann's questions through a translator:

Lanzmann: It didn't bother him [the peasant] to work so near those screams [in the death camp].
Translator: At first it was unbearable. Then you got used to it.
Lanzmann: You get used to anything?
Translator: Yes. Now he [the peasant] thinks it was impossible, yet it was true.

What does this interview suggest about human behavior even in a time of atrocity and mass murder:

a. **People often remain bystanders by becoming accustomed to events around them.**
b. The peasant agreed with what was taking place and this enabled him to get used to the screams.
c. The peasant was bothered by his behavior throughout the war.
d. All of the above.

28. (LEGAL)
The current effort to have Swiss Banks that held Jewish accounts during the war pay reparations to survivors of the Holocaust is based on the notion that:
a. The Swiss banks used the Jewish funds to support the Nazi war machine.
b. The Swiss banks took control of the accounts of Jewish clients who did not survive the war and failed to inform family members of these individuals of the existence of these accounts.
c. The Swiss banks are morally accountable for the unethical practices of their predecessors who handled Jewish accounts during and after the war.
d. All of the above.

29. (PREJUDICE)
Hatred of Jews is called:
a. Anti-Semitism
b. Zionism
c. Race Science
d. Eugenics

30. (HISTORY)
The title for Hitler was:
a. The Fuhrer
b. The Commandant
c. The Dictator
d. IL Duce

31. (LEGAL)
The United Nations definition of Genocide includes:
a. Killing members of the group.
b. Forcibly transferring children of the group to another group.
c. Imposing measures intended to prevent births within the group.
d. All of the above.

32. (CURRICULUM GUIDE)
Helga's Dilemma, is a story about choice. Helga chooses to:
a. Hide her friend Rachel from the Nazis in Germany.
b. Help bring Rachel and her family to the coast where they will be brought to Sweden.
c. Decide whether she should kill the German person who discovers the Jews she has been hiding.
d. Admit that she is Jewish and not Christian.
33. (LEGAL)
Which was not included in the UN Genocide definition:
   a. Racial group.
   b. Religious group.
   c. Ethnic group.
   d. Political group.

34. (CURRICULUM GUIDE / ALTRUISM/GEOGRAPHY)
Odette Meyers was rescued by the husband and wife who rented an apartment to her and her parents in which country?
   a. Holland
   b. France
   c. Denmark
   d. England

35. (HISTORY)
The Nazi tactic of "Collective Responsibility" refers to:
   a. The decision to kill Jews in the death camps.
   b. The decision to take to the death camps.
   c. The killing of Jews if partisans killed German soldiers.
   d. None of the above.

36. (VICTIM REACTION)
Which of the following are acts of resistance?
   a. Armed violence
   b. Smuggling
   c. Education
   d. All of the above are acts of resistance.

37. (LEGAL)
According to the UN definition of Genocide, sending Native Americans to schools that take away their heritage can be considered as an act of Genocide.
   a. True
   b. False

Psychological Terms

1. (PREJUDICE)
   Discrimination:
   a. May limit where people of a certain racial or ethnic group can work, go to school, etc.
   b. Is an opinion about a racial or ethnic group based on rumor or fact.
   c. It is a type of genocide.
2. **(PREJUDICE)**
   Stereotyping is: ________
   a. Thinking all people of a group (same skin color, religion, etc.) act the same way.
   b. Thinking all people of a group (same skin color, religion, etc.) do not act the same way.
   c. Not allowing people of a racial or cultural group to go to school.

3. **(PREJUDICE)**
   Which of the following is an aspect of prejudice?
   a. Forming opinions of others without knowledge about the person.
   b. Not accepting information that disagrees with your judgments.
   c. Neither is correct.
   d. Both are correct.

4. **(PREJUDICE)**
   (open-ended)
   What is the difference between prejudice and discrimination?
   +3
   -Prejudice includes feelings and thoughts about a person of an ethnic group.
   -Discrimination is an act of exclusion towards the person of an ethnic group.
   +2 Includes both terms but not as precise.
   +1 Includes only one term
   0 none

**Attitudinal Questions:**

The following questions are designed to measure feelings or thoughts about inter-group relations.

1. **(PREJUDICE/ALTRUISM)**
   When my friends see persons of another race and say nasty things about them, I ______ try to stop them.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never
2. **(PREJUDICE/ALTRUISM)**
   When my friends see persons of another religion and say nasty things about them, I ______ try to stop them.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

3. **(PREJUDICE/ALTRUISM)**
   When my friends see persons from another country and say nasty things about them, I ______ try to stop them.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

4. **(PREJUDICE/ALTRUISM)**
   When my friends see a person of another race and say nasty things about them, I should ______ try to stop them.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

5. **(ALTRUISM)**
   When I see a bully teasing someone, I _____ wonder how the person who is being picked on feels.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

6. **(PREJUDICE)**
   I _____ think that ethnic or racial jokes hurt the feelings of people who are mentioned in the jokes.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never
7. (PREJUDICE/ALTRUISM)
When I see a classmate of a different race, I _____ wonder how they feel when they are picked on?
a. Always  
b. Usually  
c. Sometimes  
d. Rarely  
e. Never

8. (Bystander)
When I see a classmate being picked on, I ______ look the other way.
a. Always  
b. Usually  
c. Sometimes  
d. Rarely  
e. Never

9. (PREJUDICE/BYSTANDER)
When my friends see a child of a different race, it doesn’t bother me if they call that person names.
a. Strongly agree  
b. Slightly agree  
c. Slightly disagree  
d. Strongly disagree

10. (PREJUDICE/ALTRUISM)
I____ think about how people are treated differently because of their race or religion.
a. Always  
b. Usually  
c. Sometimes  
d. Rarely  
e. Never

11. (PREJUDICE/ALTRUISM)
(open-ended)
There may be times when your friends make jokes about people who belong to different ethnic groups and it is difficult to tell them to stop? What would you do?
+3
-Tell them its wrong because they are prejudiced.
-Tell them they are reacting to people as categories and not as individuals.
-Tell them they are unfairly hurting other people’s feelings.
+2
Two of the above
+1
One of the above
12. **(PREJUDICE/ALTRUISM)**
   Joey is “hanging out” at the Mall and one of his friends makes a joke about Irish people. How might he feel about ethnic jokes?
   a. Bad only if one of his parents is Irish
   b. Bad because he hates hanging around
   c. Good because he likes jokes on other people.
   d. Bad because ethnic jokes are related to prejudice.

13. **(ACCEPTING DIFFERENCES)**
   When I see classmates of different races, I _____ wonder what they think of me.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

14. **(Bystander)**
   When I see classmates being “picked on”, I ______ try to look the other way.
   a. Always
   b. Usually
   c. Sometimes
   d. Rarely
   e. Never

15. **(PREJUDICE/ALTRUISM)**
   When I see classmates being picked on because of their race, I feel_____.
   a. Very upset
   b. Slightly upset
   c. I have no particular feeling