

WORLD HISTORY

The
Holocaust

**COMMON
CORE**

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



The Holocaust

BY JONATHAN BURACK



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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about the Holocaust. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical world history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- **A group of nine reading skills assessments and two writing tasks for each major era of world history**

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- **Based on primary or secondary sources**

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

Teacher Introduction

- **Brief tasks promoting historical literacy**

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- **Two versions of each of the nine reading standards assessments**

A *basic* and an *advanced* version of each assessment are provided. The *basic* assessment addresses the Common Core Standard for grades 6–8. The *advanced* assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *basic* version.

- **Easy to use as both learning and assessment tools**

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess students' historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- **Evaluating student responses**

Brief but specific suggestions are provided, defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

Assessment 1 *Basic Level*

The Holocaust and Holocaust Denial

★ *Key Ideas and Details*

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the prisoners in Dachau were not prisoners of war who had been soldiers in combat. They were innocent civilians, emaciated, starving, traumatized, and diseased. Thousands of corpses of people who had been executed or allowed to starve to death remained in the area. None of this fit with normal treatment of prisoners of war or anything seen in typical battlefield combat. It was evidence of a deliberate attempt to make masses of people suffer and die for no apparent reason. Acceptable responses to the second assessment question should note that Dachau was a concentration camp where many groups of prisoners were tortured and worked to death. Mass executions did take place in such camps; however, they were not in fact the worst of what the Holocaust produced. The worst camps were the death camps in occupied Poland, which were designed to murder Jews and others by the millions.

The Holocaust and Holocaust Denial

Directions: This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

I have before me a document prepared by the Institute for Historical Review, Costa Mesa, California. . . . This so-called document professes to prove that the Holocaust never happened. It asserts that there is no evidence to prove that any member of the Jewish faith was ever persecuted or died at the hands of the Nazi Government of Germany. Among other things, it is claimed that gas chambers and crematoriums were constructed after the war as tourist attractions. . . .

I beg to disagree with the authors of this totally sick and false literature. I am in a good position to disagree. On the morning of April 29th, 1945, I was a lieutenant colonel commanding an infantry battalion of the United States 45th Infantry Division, with the mission of breaching the defenses of the city of Munich, Germany, in my assigned combat sector. Shortly after I had launched an attack against the outer defenses of Munich, I received an order to immediately proceed to the Dachau Concentration Camp. I knew nothing about the camp, nor had I ever heard of it.

Our first experience with the camp came as a traumatic shock. The first evidence of the horrors to come was a string of forty railway cars on a railway spur leading into the camp. Each car was filled with emaciated human corpses, both men and women. A hasty search by the stunned infantry soldiers revealed no signs of life among the hundreds of still bodies, over 2,000 in all.

It was in this atmosphere of human depravity, degradation and death that the soldiers of my battalion then entered the camp itself. Almost all of the SS command guarding the camp had fled before our arrival, leaving behind about two hundred lower ranking members of the command. . . . Dante's *Inferno* seemed pale compared to the real hell of Dachau. A row of small cement structures near the prison entrance contained a coal-fired crematorium, a gas chamber, and rooms piled high with naked and emaciated corpses. As I turned to look over the prison yard with un-believing eyes, I saw a large number of dead inmates lying where they had fallen in the last few hours or days before our arrival. Since all of the bodies were in various stages of decomposition, the stench of death was overpowering. The men of the 45th Infantry Division were hardened combat veterans. We had been in combat almost two years at that point. While we were accustomed to death, we were not able to comprehend the type of death that we encountered at Dachau.

Source Information: This document is a portion of the remarks made by retired Brigadier General Felix L. Sparks on May 8, 1995, at the U.S. Holocaust Museum in Washington, D.C. In 1945, Sparks was a lieutenant colonel commanding an infantry battalion that helped liberate Dachau, a concentration camp in Germany. Here he discusses that experience in response to those who deny the Holocaust ever happened. “Tell Us Who Were There That It Never Happened,” the speech Sparks gave, is quoted from the website The Holocaust History: A People’s History of the Holocaust.

Document 2: A Secondary Source

What was the purpose of Nazi concentration camps like Auschwitz, Treblinka, Belzec, Sobibor, and so forth?

First of all, Treblinka, Belzec, Sobibor and Chelmno were not concentration camps. They were “death camps” (“Vernichtungslager” in German). In those camps, the only purpose was to murder Jews. They were almost always gassed within a short time of arrival and very few were chosen to perform slave labor, such as was the case in Auschwitz. As an example, only about 7 Jews survived the Belzec extermination camp, although at least 550,000 were killed there. Auschwitz was a complex of camps; some Jews were killed in Auschwitz I (the main camp), but most were killed in Auschwitz II (Birkenau). Auschwitz III (Monowitz) was involved with production of synthetic rubber and other materials. In addition, there were literally thousands of concentration camps where people were imprisoned, often under hideous conditions. But their intent was not primarily murder for its own sake.

Why were so many dead bodies found in the Nazi camps when they were captured by Allied troops?

The camps found at the end of the war were not the extermination camps. They had been previously destroyed on the orders of Himmler. The camps liberated were concentration camps where many thousands died due to neglect (untreated disease and starvation) and torture.

Source Information: This document is a passage from a longer article answering a set of frequently asked questions about the Holocaust. This article is a secondary source about the Holocaust. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source article is titled “Questions and Answers on ‘Revisionism’ and the Holocaust.” In this case, the term “revisionism” actually refers to the views of those who deny that there ever was a Holocaust. The article is available from the online archive The Holocaust History Project.

Assessment Questions

1. In Document 1, Sparks says his men were accustomed to death, yet “not able to comprehend” what they found at Dachau. What details in Document 1 help explain why they found it so hard to comprehend what they found at Dachau?
2. Sparks is disgusted by those who deny that the Holocaust ever happened. How does Document 2 support and even strengthen his case against Holocaust denial?

Assessment 1 *Advanced Level*

The Holocaust and Holocaust Denial

★ Key Ideas and Details

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ Using This Assessment

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Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

 *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that Sparks responded reasonably to the horrible conditions he found in Dachau. Prisoners there were emaciated, starving, traumatized and diseased. Thousands of corpses remained of people who had been executed or allowed to starve to death. None of this fit with normal treatment of prisoners of war or anything seen in typical battlefield combat. However, Document 2 makes clear that Dachau was a concentration camp, not one of the death camps, which were located in occupied Poland. Those death camps were designed to murder Jews and others by the millions. Acceptable responses to the second assessment question should be able to explain that historians can disagree in interpreting past events while also accepting the basic and most solidly confirmed facts about those events. In the case of “Holocaust denial,” historians have to deal with those who deny much or all of the most solid evidence possible. Thousands of official documents, memoirs, letters and eyewitness accounts exist confirming the basic facts about the Holocaust. Thousands of accounts by victims and others who survived the camps have also been recorded. The size and scope of the Holocaust is not in doubt, even if historians still debate various questions about it.

The Holocaust and Holocaust Denial

Directions: This exercise asks you to study one primary source document and one secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

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Document 2: A Secondary Source

What was the purpose of Nazi concentration camps like Auschwitz, Treblinka, Belzec, Sobibor, and so forth?

First of all, Treblinka, Belzec, Sobibor and Chelmno were not concentration camps. They were “death camps” (“Vernichtungslager” in German). In those camps, the only purpose was to murder Jews. They were almost always gassed within a short time of arrival and very few were chosen to perform slave labor, such as was the case in Auschwitz. As an example, only about 7 Jews survived the Belzec extermination camp, although at least 550,000 were killed there. Auschwitz was a complex of camps; some Jews were killed in Auschwitz I (the main camp), but most were killed in Auschwitz II (Birkenau). Auschwitz III (Monowitz) was involved with production of synthetic rubber and other materials. In addition, there were literally thousands of concentration camps where people were imprisoned, often under hideous conditions. But their intent was not primarily murder for its own sake.

Why were so many dead bodies found in the Nazi camps when they were captured by Allied troops?

The camps found at the end of the war were not the extermination camps. They had been previously destroyed on the orders of Himmler. The camps liberated were concentration camps where many thousands died due to neglect (untreated disease and starvation) and torture.

Source Information: This document is a passage from a longer article answering a set of frequently asked questions about the Holocaust. This article is a secondary source about the Holocaust. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source article is titled “Questions and Answers on ‘Revisionism’ and the Holocaust.” In this case, the term “revisionism” actually refers to the views of those who deny that there ever was a Holocaust. The article is available from the online archive The Holocaust History Project.

Assessment Questions

1. One historian said, “General Sparks was right about Holocaust denial, but even he may not have known how right he was.” Use details from both documents to explain this comment.
2. The Holocaust is a huge, complex historical episode. Historians argue about many aspects of it. However, such legitimate disagreements differ sharply from what is usually meant by “Holocaust denial.” How would you explain the difference?

Assessment 2 *Basic Level*

One German's Confession

★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ Using This Assessment

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first Assessment should see that Heifetz is explaining why she admired the Nazis and Hitler when she was a young girl in the 1930s. She is also making a confession because she now sees that the Nazis' views were not merely mistaken, but also led them to engage in horrifying atrocities. Her sense of shame is probably due to a recognition that she did nothing to oppose the Nazis and thereby helped them gain power and carry out their worst plans. Acceptable responses to the second assessment question may vary. Heifetz identifies several aspects of the Nazis' appeal. Their explanation of Germany's troubles gave Germans easily identified targets to blame, the Jews in particular. Their goal of expanding Germany's territory seemed to offer an easy way to make the society strong again. They had a talent for staging exciting spectacles and could organize groups that gave people a sense of hope and belonging. Finally, Hitler was able to present himself as the all-knowing and all-powerful savior of the nation. Best answers should identify most or all of these factors.

One German's Confession

Directions: This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

I wish I could give you a nice story, that I was against the Nazis, that I was a hero, a Righteous Gentile. But I believed the movies. Jews were freaks, dogs who'd hurt you, cheat you, though I never saw one. It was enough to have hair like my Mother's, dark like a Jew's. I believed the principal, my teachers. We were the Master Race. We were the deprived ones, crowded, hungry. We were pushed into the corner. We needed room in the East. The Russians prevented us. The Poles, the Gypsies, the Jews. I believed the crowds, the flags, the trumpets, marching for unity. I wanted the uniform, the sweatpants and white blouse, the kerchief. The Hitler Youth had fun. They had meetings, they played ball, they sang, they had walls they jumped over. They looked so good together. I wanted badly to join and have fun, not to be left out.

I saw Hitler in person. One day I rode my bike downtown and waited three hours. A soldier on a white horse rode through the crowd. When he came to me he smiled, leaned down, and handed me a rose. He was so handsome I couldn't breathe. It was my first present from a man. Then Hitler came in his big Mercedes, commanding, fascinating, he mesmerized the crowd. He was my leader, my Father, my Savior. I waved my rose and yelled "Heil Hitler," part of the thrill of the crowd.

Source Information: This passage is a part of the confession by Julie Heifetz, a woman who grew up in Munich during the 1930s and was a Nazi supporter during that period. It is from a speech she gave to a group of students at an American high school in 1982. The excerpt is quoted from "Confession of Julie Heifetz, a German Civilian," Alpha History: The Holocaust.

Assessment Questions

1. Julie Heifetz is not simply trying to explain something about herself; she is confessing something about which she is ashamed. What is she confessing, and why does it make her ashamed?
2. What details in Julie Heifetz's account best explain why she responded as she did to Hitler and the Nazis in the 1930s?

Assessment 2 *Advanced Level*

One German's Confession

★ Key Ideas and Details

- 2. (9–10)** 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.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the students' ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first Assessment should see that Heifetz wants to explain why she admired the Nazis and Hitler when she was young. Her central idea is that Hitler and the Nazis presented themselves in a highly appealing way to gain the support of many ordinary Germans. She identifies several aspects of the Nazis' appeal. They gave Germans easily identified targets to blame for Germany's troubles, the Jews in particular. Their goal of expanding Germany's territory seemed to offer an easy way to strengthen Germany. They could stage exciting spectacles and organize groups that gave people a sense of belonging. Hitler was masterful at presenting himself as the all-knowing and all-powerful savior of the nation. Acceptable responses to the second assessment question should note first the hateful language Heifetz ascribes to the Nazi depiction of the Jews. They were "freaks, dogs who'd hurt you, cheat you," and they were hemming Germany in. However, Heifetz also stresses the strong attractive appeal the Nazis made to Germans' desires for a revived, united, strong, vibrant Germany. In other words, they tapped into a deep German longing for greater social solidarity and harmony. They also created organizations for young Germans that satisfied that desire for a sense of belonging and national unity.

One German's Confession

Directions: This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: (9–10) 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. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

I wish I could give you a nice story, that I was against the Nazis, that I was a hero, a Righteous Gentile. But I believed the movies. Jews were freaks, dogs who'd hurt you, cheat you, though I never saw one. It was enough to have hair like my Mother's, dark like a Jew's. I believed the principal, my teachers. We were the Master Race. We were the deprived ones, crowded, hungry. We were pushed into the corner. We needed room in the East. The Russians prevented us. The Poles, the Gypsies, the Jews. I believed the crowds, the flags, the trumpets, marching for unity. I wanted the uniform, the sweatpants and white blouse, the kerchief. The Hitler Youth had fun. They had meetings, they played ball, they sang, they had walls they jumped over. They looked so good together. I wanted badly to join and have fun, not to be left out.

I saw Hitler in person. One day I rode my bike downtown and waited three hours. A soldier on a white horse rode through the crowd. When he came to me he smiled, leaned down, and handed me a rose. He was so handsome I couldn't breathe. It was my first present from a man. Then Hitler came in his big Mercedes, commanding, fascinating, he mesmerized the crowd. He was my leader, my Father, my Savior. I waved my rose and yelled "Heil Hitler," part of the thrill of the crowd.

Source Information: This passage is a part of the confession by Julie Heifetz, a woman who grew up in Munich during the 1930s and was a Nazi supporter during that period. It is from a speech she gave to a group of students at an American high school in 1982. The excerpt is quoted from "Confession of Julie Heifetz, A German Civilian," Alpha History: The Holocaust.

Assessment Questions

1. What central idea about the Nazis does Julie Heifetz develop in this passage from her confession? What details best help her support this central idea?
2. Consider this statement: "The Nazis tapped into fear and hatred, but also profound longings in the German people." Does this passage support that statement? Why or why not?

Assessment 3 *Basic Level*

The Wannsee Protocol

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using This Assessment

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Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should explain that a euphemism is a mild or vague expression used instead of a harsher but more realistic one. In this case, the Wannsee Protocol is describing plans to deport 11 million Jews all over Europe to ghettos and then to death camps where they will be murdered. However, this is never spelled out literally. Instead, the document speaks of Jews being “evacuated” to the east in preparation for the “final solution,” which in fact means their destruction as a people. The document speaks of Jews being “allocated for appropriate labor”—that is, made into slaves. They will be “eliminated by natural causes”—that is, worked to death. A final remnant will be “treated accordingly”—in other words, put to death. Answers to the second assessment question should see that the “final solution” was to consist of a series of steps. Jews were first to be identified all over Europe and rounded up. They would then be deported to ghettos where they would be held for a time. Some would be assigned to do slave labor in those camps, on roads or in other ways. Many would die from that labor. The rest were to be eliminated deliberately by execution.

The Wannsee Protocol

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Document 1: A Primary Source

Another possible solution of the problem has now taken the place of emigration, i.e. the evacuation of the Jews to the East, provided that the Führer gives the appropriate approval in advance.

These actions are, however, only to be considered provisional, but practical experience is already being collected which is of the greatest importance in relation to the future final solution of the Jewish question.

Approximately 11 million Jews will be involved in the final solution of the European Jewish question. . . .

Under proper guidance, in the course of the final solution the Jews are to be allocated for appropriate labor in the East. Able-bodied Jews, separated according to sex, will be taken in large work columns to these areas for work on roads, in the course of which action doubtless a large portion will be eliminated by natural causes.

The possible final remnant will, since it will undoubtedly consist of the most resistant portion, have to be treated accordingly, because it is the product of natural selection and would, if released, act as the seed of a new Jewish revival (see the experience of history.)

In the course of the practical execution of the final solution, Europe will be combed through from west to east. Germany proper, including the Protectorate of Bohemia and Moravia, will have to be handled first due to the housing problem and additional social and political necessities.

The evacuated Jews will first be sent, group by group, to so-called transit ghettos, from which they will be transported to the East.

Source Information: This document is an excerpt from the Wannsee Protocol. This protocol summed up the planning done by senior Nazi officials at a meeting in the Berlin suburb of Wannsee on January 20, 1942. The meeting was called by director of the SS Reich Main Security Office, Reinhard Heydrich. Its goal was to involve various government departments in plans to murder the Jews of German-occupied Europe in extermination camps in the General Government (the occupied part of Poland). This excerpt is from *The Wannsee Protocol and a 1944 Report on Auschwitz by the Office of Strategic Services*, vol. 11 of *The Holocaust: Selected Documents in Eighteen Volumes*, edited by John Mendelsohn (New York: Garland, 1982).

Assessment 3 *Advanced Level*

The Wannsee Protocol

★ Key Ideas and Details

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ Using This Assessment

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should be able to identify the Wannsee Protocol's steps as, first, identifying Europe's 11 million Jews and rounding them up; second, deporting them to ghettos, using some as slave laborers and working them to death; finally, transporting the survivors to sites in the "east" where they would be murdered. The document uses euphemisms throughout—speaking of Jews being "evacuated" in preparation for the "final solution," with some "allocated for appropriate labor" with many being "eliminated by natural causes" and a final remnant "treated accordingly."

Answers to the second assessment question may vary. Some will see in these euphemisms a sign that the Nazis understood the evil nature of what they were planning. Others may see this only as a practical move—a way to avoid bad publicity, or prevent greater resistance by Jews or others, or as a way to escape ever being held accountable. This is a question that should be discussed.

The Wannsee Protocol

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Document 1: A Primary Source

Another possible solution of the problem has now taken the place of emigration, i.e. the evacuation of the Jews to the East, provided that the Führer gives the appropriate approval in advance.

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Source Information: This document is an excerpt from the Wannsee Protocol. This protocol summed up the planning done by senior Nazi officials at a meeting in the Berlin suburb of Wannsee on January 20, 1942. The meeting was called by director of the SS Reich Main Security Office, Reinhard Heydrich. Its goal was to involve various government departments in plans to deport the Jews of German-occupied Europe to extermination camps in the General Government (the occupied part of Poland), where they would be

killed. This excerpt is from *The Wannsee Protocol and a 1944 Report on Auschwitz by the Office of Strategic Services*, vol. 11 of *The Holocaust: Selected Documents in Eighteen Volumes*, edited by John Mendelsohn (New York: Garland, 1982).

Assessment Questions

1. The Nazis were often extremely careful not to describe too explicitly their ultimate goal for the Jews. How does the Wannsee Protocol illustrate this caution? Support your answer by detailing in the clearest language the actual steps this plan envisions.

2. Why do you think the Nazis were so careful about using the euphemisms they employ here?

Assessment 4 *Basic Level*

The Nazis' Jewish World Conspiracy

★ *Craft and Structure*

4. (6–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using This Assessment*

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should define “capitalism” and “Bolshevism” in enough detail to make it clear how incompatible these two systems are. Capitalism refers to economic systems based on private ownership, profit, and economic competition. Bolshevism, or Soviet Communism, is a system in which the government controls all aspects of production. For most of Soviet history, the Western capitalist societies and the Soviet Union were actually bitter rivals. The idea that they were joined in some vast conspiracy was therefore without foundation. It was even more absurd to suggest that the Jews controlled both of these systems. Jews played minor roles in the world's major communist and capitalist societies. Answers to the second assessment question should see that Germans who accepted this idea during the war would have to regard the Jews as the biggest threat of all, given that Germany's main military foes were the capitalist United States and Great Britain and the Communist Soviet Union. The notion that “both of these Jewish systems are working hand in hand” implied that the Jews were out to destroy Germany. This idea then could easily be used to justify drastic action to thwart the Jews.

The Nazis' Jewish World Conspiracy

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below it. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

“The Word of the Day” from the Reich Press Chief of August 9, 1943 again clearly pointed out that Bolshevism and capitalism are components of the identical Jewish world swindle only operating under different names. Yet in the treatment of Bolshevism the newspapers repeatedly succumb to the illusion that capitalism and Bolshevism are two different and antagonistic perspectives. In particular, communist agitation is repeatedly given a boost because the press takes Bolshevism seriously, as if Bolshevism really wanted to destroy capitalism. In reality, both of these Jewish systems are working hand in hand with one another. Now the German press must finally put an end to this false and dangerous tendency which sabotages the line of our policy. Editors who violate this word of the day will be held personally responsible for doing so.

Source Information: *The Word of the Day* was a daily press directive that the Reich press chief Otto Dietrich and his staff gave to German newspapers and periodicals. Under Nazi rule, no editor could refuse to follow its advice. Its purpose was to guide the press in presenting news and propaganda as the Nazis wished. In his memoirs, Dietrich's chief of staff Helmut Sundermann summarized *The Word of the Day* for August 9, 1943. This passage is from that summary, as reproduced in *The Jewish Enemy: Nazi Propaganda during World War II and the Holocaust* by Jeffrey Herf (Cambridge, MA: Harvard University Press, 2006).

Assessment Questions

1. “Bolshevism” was the term for Communism in the Soviet Union. This directive says that both Bolshevism and capitalism are part of the same worldwide Jewish plot against Germany. Why was it absurd to link these two systems as part of a single Jewish plot?
2. Particularly during World War II, this notion about a Jewish plot led many Germans to view the Jews as a very powerful, devious, and dangerous enemy. Explain why.

Assessment 4 *Advanced Level*

The Nazis' Jewish World Conspiracy

★ *Craft and Structure*

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *Using This Assessment*

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should explain the two terms, “capitalism” and “Bolshevism” (or Communism), well enough to show that they were in fact mutually incompatible systems. In fact, Western capitalist societies and the Soviet Union were for the most part bitter rivals in the decades before World War II. The idea that they were joined in some vast conspiracy was therefore without foundation. It was even more absurd to suggest that the Jews controlled both of these systems. Jews played minor roles in the world's major communist and capitalist societies. Answers to the second assessment question should see that after 1941, this notion about Jewish control of the key capitalist and Communist societies meant the Jews were guiding the major powers at war with Germany—the capitalist United States and Great Britain and the Communist Soviet Union. The notion that “both of these Jewish systems are working hand in hand” meant the Jews were out to destroy Germany. This idea then could easily be used to justify the most drastic actions to thwart the Jews.

The Nazis' Jewish World Conspiracy

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below it. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Document 1: A Primary Source

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Assessment Questions

1. This press directive describes “two Jewish systems” working together against Germany. Why was it absurd for the Nazis to make this claim about these two systems?
2. During the war, many Germans accepted the ideas in this directive. To those who did, the drastic nature of the Holocaust might well have seemed perfectly reasonable and just. Explain why.

Assessment 5 *Basic Level*

The Nazi War against “Useless Life”

★ *Craft and Structure*

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *Using This Assessment*

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Assessment 5 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text’s “structure”—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters as well as its various stylistic features. These formal elements can contribute to a text’s meanings in many ways. This activity assesses the students’ ability to read closely in order to understand the impact of how one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the text structure most closely resembles the “generalization/examples” type, although a good case might also be made for choosing the “narrative/event description” type. The main body of the letter is a grim narrative about the practice of euthanasia at one facility in the town of Hadamar. However, the letter is more than just this description. It starts by presenting the Hadamar story as one “concrete illustration of destruction of so-called ‘useless life.’” That is, it is an example meant to support a general criticism of a broad policy the bishop opposes. For that reason, the “generalization/examples” text structure is the best choice. Acceptable responses to the second assessment question should see that this text structure allows the bishop to present his case against euthanasia in a dramatic way through a single episode. Rather than simply asserting a general principle (as he does in the last line), he appeals to sympathy with a story that includes, among other things, the reactions of young children to a horrible practice.

The Nazi War against “Useless Life”

Directions: This exercise asks you to read one primary source document and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

Regarding the report submitted on July 16 by the Chairman of the Fulda Bishops’ conference, Cardinal Dr. Bertram, I consider it my duty to present the following as a concrete illustration of destruction of so-called “useless life.”

About 8 Kilometers from Limburg in the little town of Hadamar, on a hill overlooking the town, there is an institution which had formerly served various purposes and of late had been used as a nursing home. This institution was renovated and furnished as a place in which, by consensus of opinion, the above mentioned Euthanasia has been systematically practiced for months- approximately since February 1941. This fact is, of course, known beyond the administrative district of Wiesbaden.

Several times a week buses arrive in Hadamar with a considerable number of such victims. School children of the vicinity know this vehicle and say “here comes the murder-box again.” After the arrival of the vehicle, the citizens of Hadamar watch the smoke rise out of the chimney.

The effect of the principles at work here are that children call each other names and say “you’re crazy; you’ll be sent to the baking oven in Hadamar.”

All God-fearing men consider this destruction of helpless beings a crass injustice.

Officials of the State Police, it is said, are trying to suppress discussions of the Hadamar occurrences by means of severe threats.

I beg you most humbly, Herr Reich Minister, in the sense of the report of the Episcopate of 16 July of this year, to prevent further transgressions of the Fifth Commandment of God.

Source Information: Before the mass murder of the Jews began in full force, Nazi Germany was already perfecting methods of mass execution against groups deemed defective due to mental illness, old age, or other infirmities. At times, the Nazis referred to such groups as “useless eaters.” This document is a letter about such practices from Antonius Hilfrich, Bishop of Limburg, to the Reich Minister of Justice, August 13, 1941. The letter is in *Trials of War Criminals before the Nuremberg Military Tribunals*, vol. 1 (Washington, DC: U.S. Government Printing Office, 1949–1953).

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:
 - *Narrative/Event Description*: An event is described, or an episode or story plot unfolds over time.
 - *Problem/Solution*: A problem or question is presented and a solution or series of steps in a solution follows.
 - *Generalization/Examples*: A general statement or issue is presented along with an example or series of examples illustrating it.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. How does this text structure help Bishop Hilfrich present his case in a dramatic way?

Assessment 5 *Advanced Level*

The Nazi War against “Useless Life”

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using This Assessment*

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Assessment 5 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text’s “structure”—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text’s meanings in many ways. This activity assesses the students’ ability to read closely in order to understand the impact of how one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the text structure does fit both text structure types. The main body of the letter is a grim narrative about the practice of euthanasia at one facility in the town of Hadamar. This fits the “narrative/event description” structure. However, the letter is more than just this description. It starts by introducing the Hadamar story as one “concrete illustration” of a more general problem, the “destruction of so-called ‘useless life.’” In other words, the story the bishop tells is an example illustrating a broader generalization about an overall policy the bishop opposes. For that reason, the “generalization/examples” text structure is probably the best choice. Acceptable responses to the second assessment question should see that the term “useless life” implies that individual lives are not intrinsically worthy. The individual only has a right to exist by serving a socially useful purpose. For the Nazis, the purified German nation was of a supreme value, and individuals only had worth if they served that nation in some useful way.

The Nazi War against “Useless Life”

Directions: This exercise asks you to read one primary source document and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

Regarding the report submitted on July 16 by the Chairman of the Fulda Bishops’ conference, Cardinal Dr. Bertram, I consider it my duty to present the following as a concrete illustration of destruction of so-called “useless life.”

About 8 Kilometers from Limburg in the little town of Hadamar, on a hill overlooking the town, there is an institution which had formerly served various purposes and of late had been used as a nursing home. This institution was renovated and furnished as a place in which, by consensus of opinion, the above mentioned Euthanasia has been systematically practiced for months—approximately since February 1941. This fact is, of course, known beyond the administrative district of Wiesbaden.

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The effect of the principles at work here are that children call each other names and say “you’re crazy; you’ll be sent to the baking oven in Hadamar.”

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Officials of the State Police, it is said, are trying to suppress discussions of the Hadamar occurrences by means of severe threats.

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Source Information: Before the mass murder of the Jews began in full force, Nazi Germany was already perfecting methods of mass execution against groups deemed defective due to mental illness, old age, or other infirmities. At times, the Nazis referred to such groups as “useless eaters.” This document is a letter about such practices from Antonius Hilfrich, Bishop of Limburg, to the Reich Minister of Justice, August 13, 1941. The letter is in *Trials of War Criminals before the Nuremberg Military Tribunals*, vol. 1 (Washington, DC: U.S. Government Printing Office, 1949–1953).

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are two types of text structure:
 - *Narrative/Event Description*: An event is described, or an episode or story plot unfolds over time.
 - *Generalization/Examples*: A general statement or issue is presented along with an example or series of examples illustrating it.

Explain why each of these text structures describes aspects of the document’s text structure.

2. The Nazis often used the term “useless life,” which the bishop mentions, for various groups in society. How does this term help to reveal the basic Nazi view of the individual in relation to society?

Assessment 6 *Basic Level*

Should the Allies Have Bombed Auschwitz?

★ Craft and Structure

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ Using This Assessment

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Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering source information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ Evaluating Student Responses to This Assessment

Acceptable answers to the first Assessment should see that Document 1’s basic reason for not bombing Auschwitz is that it would have been self-defeating. That is, it would have diverted resources from the effort to win the war, thereby prolonging the war and prolonging the Holocaust itself. The passage makes its case by stressing the huge effort it took to defeat Germany—with most of the other world’s major powers using all their resources to do it. Its point is that the only real way to limit the Holocaust was to win the war as soon as possible. Acceptable answers to the second assessment question should see that Document 2 actually accepts Document 1’s claim that bombing Auschwitz might have “failed to slow the progress of the Final Solution.” However, it says bombing Auschwitz was still worth it, mainly for its “symbolic” value. That is, “it would have sent a powerful message to the inmates,” it would have “restored hope to thousands,” and it would have proven “that justice was not asleep.” In choosing among these two points of view, answers should recognize that they argue the issue on somewhat different grounds from each other.

Should the Allies Have Bombed Auschwitz?

Directions: This exercise asks you to read two primary source documents carefully and answer two questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

Today it is taken for granted that Hitler would be defeated, but historians know that victory in World War II was far from assured. The Nazi war machine was the most powerful in world history. It took the combined might of the United States, the British Empire, the Soviet Union and countless other brave allies to destroy it. The bombing of Auschwitz was never mentioned before the summer of 1944. At that point, American forces were fully engaged with Japanese aggression across the total expanse of the Pacific Ocean. In Europe, the invasion of Normandy began on June 6th. Despite the fact that two-thirds of the Nazi armies were on the Russian front, D-Day and an Allied success were by no means assured. The German armies were holding our forces at bay in Italy, causing heavy casualties, making us fight for every road and hill. We were planning the invasion of southern France for August 15th. America and our allies were stretched dangerously across western and southern Europe. The Allied bombing strategy was totally directed toward destroying Nazi fuel supplies, their synthetic oil industries, the oil fields of Romania, and their communication and transport lines wherever possible. . . .

The unremitting, remorseless massacre of the Jews—carefully concealed by the top secret security of the Nazi murderers—continued because no one, no nation, no alliance of nations could do anything meaningful to close down the Death Camps—except, as President Roosevelt said over and over again, by winning the war and destroying the Nazis with unconditional determination as soon as possible.

Source Information: This passage is from an article on the question of whether the Allies in World War II should have bombed Auschwitz. Auschwitz was in fact a vast complex of camps in a part of Poland annexed by Germany during the war. Within that complex, Auschwitz II–Birkenau was the extermination camp where approximately a million Jews were murdered, along with many others. This passage is excerpted from “In Praise of FDR” by William J. vanden Heuvel, quoted in “Should the Allies Have Bombed Auschwitz: William J. vanden Heuvel vs. Rafael Medoff,” History News Network.

Document 2: A Primary Source

As [this book's] most perceptive contributors note, the real question is not whether Auschwitz could or should have been bombed, but rather why the Allies, despite detailed knowledge of the Holocaust, made only perfunctory attempts to stop it. They view the rejection of an aerial attack on Auschwitz as part of a larger pattern of Allied indifference to the fate of the European Jews.

Even a symbolic raid on Birkenau, they argue, would have mattered. After all, the Allies had made symbolic attacks on other occasions. FDR ordered the April 1942 Doolittle Raid—a pinprick attack on Tokyo by 16 B-25 medium bombers—primarily to raise the American public's morale. Churchill ordered his commanders to make air drops in support of the 1944 Warsaw Uprising, an expensive diversion of effort that, as the commanders foresaw, gave scant assistance to the embattled Polish Home Army but underscored British political support of the Polish government-in-exile. Even if bombing Birkenau had failed to slow the progress of the Final Solution, it would have sent a powerful message to the inmates of Auschwitz.

Nobel laureate Elie Wiesel, a Holocaust survivor, recalled the initial American raid on Buna: "To see the whole works go up in fire—what revenge! . . . We were not afraid. And yet, if a bomb had fallen on the blocks, it alone would have claimed hundreds of lives on the spot. We were no longer afraid of death; at any rate, not of that death. Every bomb filled us with joy and gave us new confidence in life." . . . An attack on Birkenau might have restored hope to thousands. It would have been an affirmation that justice was not asleep, like a strike from the hammer of God.

Source Information: This is a passage from another article on the issue of bombing Auschwitz II-Birkenau. The contributors mentioned at the start of the passage wrote essays on this issue for a book published in 2000. The passage is excerpted from "What If the Allies Had Bombed Auschwitz?" by Mark Grimsley, *World War II*, January/February 2010.

Assessment Questions

1. Document 1 says the Allies should not have bombed Auschwitz during World War II. Explain the reasoning the document uses to support this claim.
2. Document 2 disagrees with Document 1's reasoning. Why? Which point of view about bombing Auschwitz do you agree with more? Why?

Assessment 6 *Advanced Level*

Should the Allies Have Bombed Auschwitz?

★ *Craft and Structure*

- 6. (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using This Assessment*

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Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering source information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view, they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first Assessment should see that the two documents disagree about whether to bomb Auschwitz in part because they presume two different reasons for doing it. Document 1 assumes the aim of bombing Auschwitz would be to limit the extent of the Holocaust. It then rejects doing this by saying such a campaign would have diverted resources from the allies' already exhausting efforts to win the war, thereby prolonging both the war and the Holocaust itself. Document 2 does not actually disagree with Document 1 about this. It accepts that bombing Auschwitz might have "failed to slow the progress of the Final Solution." However, it says the effort was still worth it, for its "symbolic" value. It "would have sent a powerful message to the inmates," and given others hope. Acceptable answers to the second assessment question may vary. Those who agree with Document 1 may feel the allies were not indifferent, but instead were doing their best for Holocaust victims by fighting the war itself as hard as they could. Those who agree with Document 2 may feel the allies were indifferent in that they failed to make clear their moral outrage by their actions during the war. This is a difficult question that needs to be discussed thoroughly.

Should the Allies Have Bombed Auschwitz?

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

Today it is taken for granted that Hitler would be defeated, but historians know that victory in World War II was far from assured. The Nazi war machine was the most powerful in world history. It took the combined might of the United States, the British Empire, the Soviet Union and countless other brave allies to destroy it. The bombing of Auschwitz was never mentioned before the summer of 1944. At that point, American forces were fully engaged with Japanese aggression across the total expanse of the Pacific Ocean. In Europe, the invasion of Normandy began on June 6th. Despite the fact that two-thirds of the Nazi armies were on the Russian front, D-Day and an Allied success were by no means assured. The German armies were holding our forces at bay in Italy, causing heavy casualties, making us fight for every road and hill. We were planning the invasion of southern France for August 15th. America and our allies were stretched dangerously across western and southern Europe. The Allied bombing strategy was totally directed toward destroying Nazi fuel supplies, their synthetic oil industries, the oil fields of Romania, and their communication and transport lines wherever possible.

The unremitting, remorseless massacre of the Jews—carefully concealed by the top secret security of the Nazi murderers—continued because no one, no nation, no alliance of nations could do anything meaningful to close down the Death Camps—except, as President Roosevelt said over and over again, by winning the war and destroying the Nazis with unconditional determination as soon as possible.

Source Information: This passage is from an article on the question of whether the Allies in World War II should have bombed Auschwitz. Auschwitz was in fact a vast complex of camps in a part of Poland annexed by Germany during the war. Within that complex, Auschwitz II–Birkenau was the extermination camp where approximately a million Jews were murdered, along with many others. This passage is excerpted from “In Praise of FDR” by William J. vanden Heuvel, quoted in “Should the Allies Have Bombed Auschwitz: William J. vanden Heuvel vs. Rafael Medoff,” History News Network.

Document 2: A Primary Source

As [this book's] most perceptive contributors note, the real question is not whether Auschwitz could or should have been bombed, but rather why the Allies, despite detailed knowledge of the Holocaust, made only perfunctory attempts to stop it. They view the rejection of an aerial attack on Auschwitz as part of a larger pattern of Allied indifference to the fate of the European Jews.

Even a symbolic raid on Birkenau, they argue, would have mattered. After all, the Allies had made symbolic attacks on other occasions. FDR ordered the April 1942 Doolittle Raid—a pinprick attack on Tokyo by 16 B-25 medium bombers—primarily to raise the American public's morale. Churchill ordered his commanders to make air drops in support of the 1944 Warsaw Uprising, an expensive diversion of effort that, as the commanders foresaw, gave scant assistance to the embattled Polish Home Army but underscored British political support of the Polish government-in-exile. Even if bombing Birkenau had failed to slow the progress of the Final Solution, it would have sent a powerful message to the inmates of Auschwitz.

Nobel laureate Elie Wiesel, a Holocaust survivor, recalled the initial American raid on Buna: "To see the whole works go up in fire—what revenge! . . . We were not afraid. And yet, if a bomb had fallen on the blocks, it alone would have claimed hundreds of lives on the spot. We were no longer afraid of death; at any rate, not of that death. Every bomb filled us with joy and gave us new confidence in life." . . . An attack on Birkenau might have restored hope to thousands. It would have been an affirmation that justice was not asleep, like a strike from the hammer of God.

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Assessment Questions

1. On what grounds do these two documents disagree over the suggestion that the Allies should have bombed Auschwitz during World War II?
2. Document 2 suggests that the refusal to bomb Auschwitz reflected "a larger pattern of Allied indifference to the fate of the European Jews." Do you agree with this charge? Why or why not?

Assessment 7 *Basic Level*

The Technology of the Holocaust

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see that, together, all three documents offer evidence of the highly organized, regulated, and scientifically advanced (for its time) nature of the Holocaust. The Nazis' "final solution" was a vast industrial operation, with camps all over Europe, railroad links, holding areas, carefully coordinated schedules, and new forms of killing devices using the latest technologies, etc. The map and the photograph of Auschwitz-Birkenau give a sense of the size and scale of the system. Some may also feel that the tone of Document 1 reveals a detached, unemotional, morally neutral style of thinking common in large-scale modern organizations and bureaucracies.

The Technology of the Holocaust

Directions: This exercise asks you to study three documents carefully and answer one question on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Primary Source

This is to inform you that [Viktor] Brack of the Chancellery of the Führer has agreed to collaborate in the production of the required shelters and gassing devices. At this time, the envisaged devices are not available in sufficient quantity; they will first have to be manufactured. Since in Brack's opinion, the manufacture of the devices in the Reich will cause much greater difficulties than doing it on the spot, Brack considers it most expedient to send his people to Riga, especially his chemist Dr. Kallmeyer, who will affect all further steps there. Brack points out that the procedure in question is not without danger, so that special protective measures are necessary. In these circumstances, I request that you address yourself to [Brack] and request the dispatch of the chemist Kallmeyer and other assistants. I should inform you that [Major Eichmann], the expert for the Jewish Question in the [Reich Main Security Office], is entirely in agreement with this process. According to [him], camps for Jews are to be set up in Riga and Minsk, to which Jews from the Old Reich territory may also come. At this time, Jews are being evacuated out of the Old Reich to [Lodz], and also other camps, to then later be used for labor in the east insofar as they are capable of work.

As things now are, there are no objections if the Jews who are not capable of work, are eliminated with the Brackian remedy. In this way, events such as those that, according to a report in front of me, took place on the occasion of the shootings of the Jews in Vilna, and which, considering that the shootings were carried out in public, can hardly be excused, will no longer be possible. On the other hand, those capable of work will be transported for labor in the east.

Source Information: By the fall of 1941, the Nazis were carrying out mass shootings of Jews behind the front lines as German armies advanced into Eastern Europe. The killings often took place out in the open, in public, and the Nazis were concerned about this. This document is about that problem. It is a letter dated October 25, 1941, from SS official and racial expert Dr. Erhard Wetzel to Hinrich Lohse, the Reich Commissar for the East. The letter mentions Viktor Brack, a Nazi official overseeing a program that had already murdered thousands of mentally ill people and others deemed "undesirable." In mid-1941, Brack's euthanasia program and its techniques had not yet been adapted to the extermination of the Jews in the east. The "gassing devices" mentioned in this letter were probably the vans Brack used to kill victims with poisonous engine exhaust, not the gas chambers soon to be built in the death camps. Wetzel's letter to Hinrich Lohse is quoted from the Holocaust History Project.

Document 2: A Primary Source



Source Information: This map shows the key Nazi concentration camps and death camps in Europe during World War II. Death camps were specifically designed to murder massive numbers of people. Concentration camps held many kinds of prisoners and used them as slave laborers. However, many thousands were also murdered in such camps, and many more died from hunger and disease.

Document 3: A Primary Source

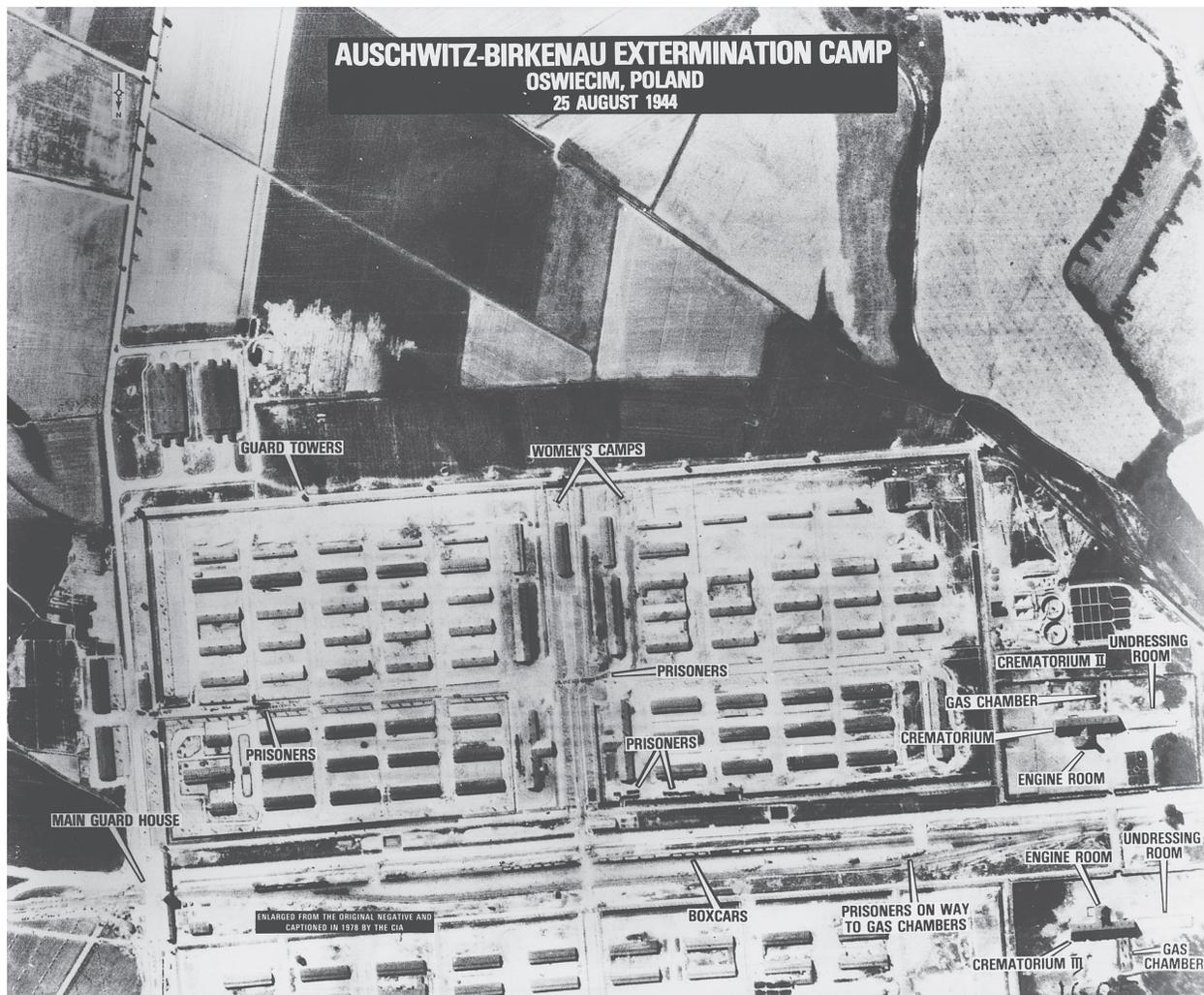


Photo source: By Dino A. Brugione and Robert G. Poirier (Public domain, via Wikimedia Commons)

Source Information: This is a photograph of the Auschwitz-Birkenau extermination camp, taken by a United States Army Air Force plane, August 25, 1944, in Poland. The main CREMATORIUM, as well as the Crematoria II and III are visible.

Assessment Question

Consider this statement: “The Holocaust was not only the work of hate-driven fanatics. It was also the work of a highly rational, organized, industrial civilization.” How do *all three* of these documents offer evidence in support of this statement?

Assessment 7 *Advanced Level*

The Technology of the Holocaust

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see that, together, all three documents offer evidence of a modern, highly efficient, industrial and bureaucratic approach to the task of exterminating the world's Jews. The "final solution" required a vast industrial operation, with camps all over Europe, railroad links, holding areas, carefully coordinated schedules, and new forms of killing devices using the latest technologies, etc. The map and the photograph of Auschwitz-Birkenau give a sense of the size and scale of the system. Some may note also the tone of Document 1, which reveals a detached, unemotional, seemingly rational verbal style common in large-scale modern organizations and bureaucracies. However, this detached and supposedly rational mentality served the purpose of an utterly irrational and destructive agenda imposed by a ruthless authoritarian tyranny that rejected the Enlightenment values of modern, open societies.

The Technology of the Holocaust

Directions: This exercise asks you to study three documents carefully and answer one question focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Primary Source

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As things now are, there are no objections if the Jews who are not capable of work, are eliminated with the Brackian remedy. In this way, events such as those that, according to a report in front of me, took place on the occasion of the shootings of the Jews in Vilna, and which, considering that the shootings were carried out in public, can hardly be excused, will no longer be possible. On the other hand, those capable of work will be transported for labor in the east.

Source Information: By the fall of 1941, the Nazis were carrying out mass shootings of Jews behind the front lines as German armies advanced into Eastern Europe. The killings often took place out in the open in public, and the Nazis were concerned about this. This document is about that problem. It is a letter dated October 25, 1941, from SS official and racial expert Dr. Erhard Wetzel to Hinrich Lohse, the Reich Commissar for the East. The letter mentions Viktor Brack, a Nazi official overseeing a program that had already murdered thousands of mentally ill people and others deemed "undesirable." In mid-1941, Brack's euthanasia program and its techniques had not yet been adapted to the extermination of the Jews in the east. The "gassing devices" mentioned in this letter were probably the vans Brack used to kill victims with poisonous engine exhaust, not the gas chambers soon to be built in the death camps. Wetzel's letter to Hinrich Lohse is quoted from the Holocaust History Project.

Document 2: A Primary Source



Map source: Data from Texas Education Agency

Source Information: This map shows the key Nazi concentration camps and death camps in Europe during World War II. Death camps were specifically designed to murder massive numbers of people. Concentration camps held many kinds of prisoners and used many of them as slave laborers. However, many thousands were also murdered in such camps, and many more died from hunger and disease.

The Holocaust. Permission granted to reproduce for classroom use only. ©2015 MindSparks. (800) 421-4246. www.mindsparks.com

Document 3: A Primary Source

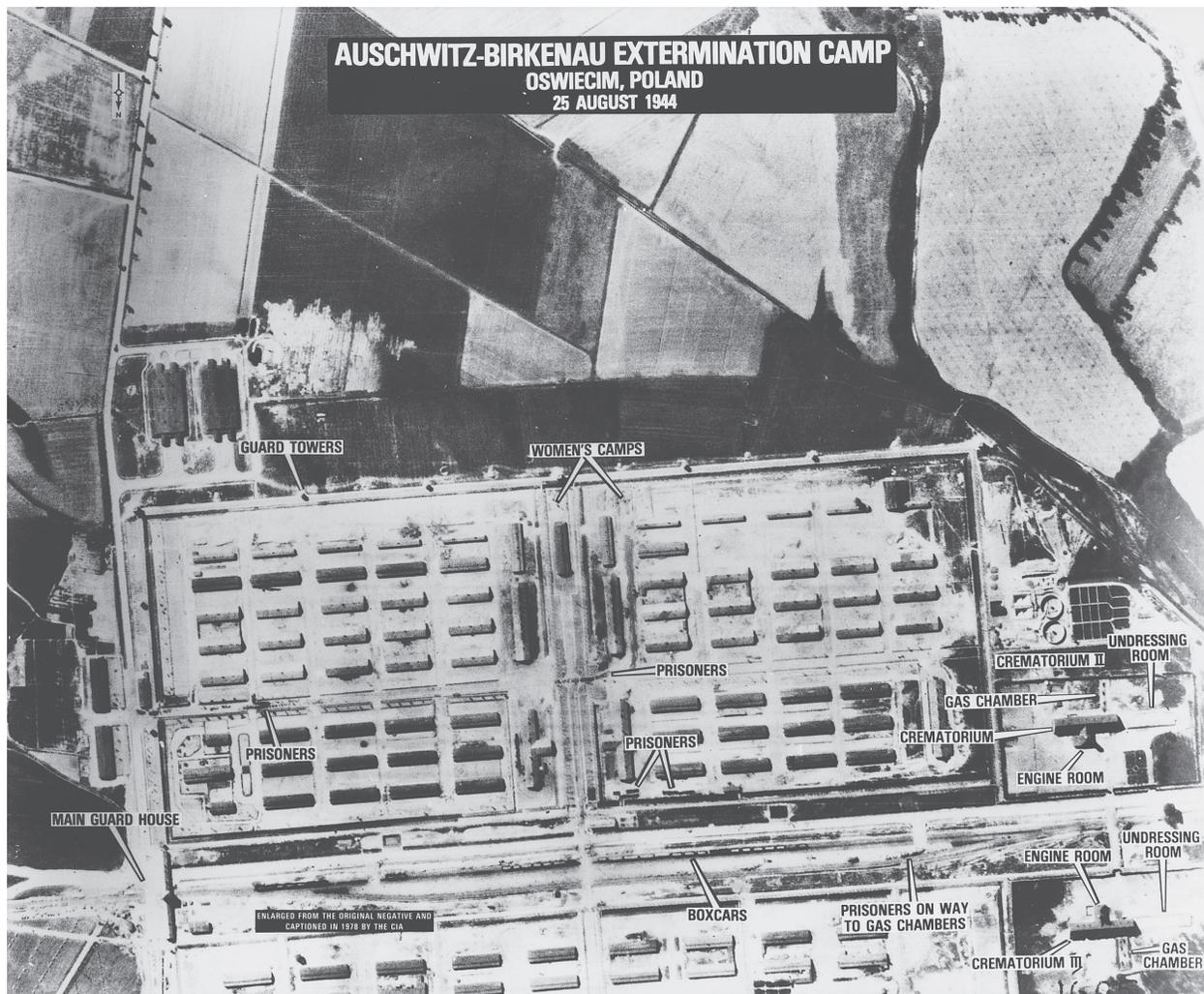


Photo source: By Dino A. Brugione and Robert G. Poirier (Public domain, via Wikimedia Commons)

Source Information: This is a photograph of the Auschwitz-Birkenau extermination camp, taken by a United States Army Air Force plane, August 25, 1944, in Poland. The main CREMATORIUM, as well as the Crematoria II and III are visible.

Assessment Question

One historian uses the term “reactionary modernism” for the way Nazi Germany combined modern science and technology with an authoritarian hatred of the values of modern, open societies. Do these three sources support this idea of “reactionary modernism”? Why or why not? Use *all three* documents to support your answer.

Assessment 8 *Basic Level*

The Warsaw Ghetto Uprising

★ *Integration of Knowledge and Ideas*

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ *Using This Assessment*

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should see that the call to action itself acknowledges that everyone deported from the ghetto has been sent to Treblinka to be put to death. The rest are being worked as slaves “to our last breath.” To avoid these two fates, the Jewish Fighting Organization called on all remaining Jews to prepare to resist the Nazis with force. However, the document appears to hold out no real hope of survival, ending with a cry, “Let everyone be ready to die like a man!” Answers to the second assessment question may vary. Some may feel this call to action was a completely futile effort, given the vast firepower the Nazis had against a weakened and poorly armed group of ghetto residents. However, others may feel the announcement does make a reasoned argument of a different sort. It appeals to people to refuse to die passively, without putting up a fight. It also points out that an uprising will cost the Nazis time and effort to put down. It suggests this will make future attempts to deport Jews more difficult for the Nazis. Above all, it appeals to a desire for dignity, for a chance to fight back against tyranny and not give up “like sheep to slaughter.”

The Warsaw Ghetto Uprising

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

To the Jewish Masses in the Ghetto

On January 22, 1943, six months will have passed since the deportations from Warsaw began. We all remember well the days of terror during which 300,000 of our brothers and sisters were cruelly put to death in the death camp of Treblinka. Six months have passed of life in constant fear of death, not knowing what the next day may bring. We have received information from all sides about the destruction of the Jews in [Poland], in Germany, in the occupied territories. When we listen to this bitter news we wait for our own hour to come, every day and every moment. Today we must understand that the Nazi murderers have let us live only because they want to make use of our capacity to work to our last drop of blood and sweat, to our last breath. We are slaves. And when the slaves are no longer profitable, they are killed. Every one among us must understand that, and every one among us must remember it always.

During the past few weeks certain people have spread stories about letters supposedly received from Jews deported from Warsaw, who were said to be in labor camps near Minsk or Bobruisk. Jews in your masses, do not believe these tales. They are spread by Jews who are working for the Gestapo. The blood-stained murderers have a particular aim in doing this: to reassure the Jewish population in order that later the next deportation can be carried out without difficulty, with a minimum of force and without losses to the Germans. They want the Jews not to prepare hiding-places and not to resist. Jews, do not repeat these lying tales.

Do not help the [Nazi] agents. The Gestapo's dastardly people will get their just desserts. Jews in your masses, the hour is near. You must be prepared to resist, not to give yourselves up like sheep to slaughter. Not even one Jew must go to the train. People who cannot resist actively must offer passive resistance, that is, by hiding. We have now received information from Lvov that the Jewish Police there itself carried out the deportation of 3,000 Jews. Such things will not happen again in Warsaw. . . .

Now our slogan must be: Let everyone be ready to die like a man!

Source Information: When possible, Jews did try to resist the Nazis, both in the ghettos and as partisan fighters in various countries at war with Germany. One of the most famous examples of this was the Warsaw Ghetto uprising of April 1943. The uprising took place after 300,000 ghetto residents were deported to be killed at the Treblinka death camp. Led by a group calling itself the Jewish Fighting Organization, the ghetto held off heavily armed German forces for about a month. In the end, several thousand Jews were shot and

Assessment 8 *Advanced Level*

The Warsaw Ghetto Uprising

★ Integration of Knowledge and Ideas

- 8. (9–10) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ Using This Assessment

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ Evaluating Student Responses to This Assessment

Responses to the first assessment question may vary. Some may feel this call to action was a completely futile effort, given the vast firepower the Nazis had against a weakened and poorly armed group of ghetto residents. The document itself all but admits no one can hope to survive any uprising in the end. However, others may feel that the announcement does make a reasoned argument. It appeals to people to refuse to die passively, without putting up a fight. It points out that an uprising will cost the Nazis time and effort to put down. In other words, resistance can aid the broader war against Nazi Germany. The document invites people to make future attempts to deport Jews as difficult as possible for the Nazis. Above all, it appeals to a desire for dignity, for a chance to fight back against tyranny and not give up "like sheep to slaughter." In a sense, the appeal to the ghetto residents is to take a stand that will instill pride and may lead others to fight back harder. Answers to the second assessment question should see that the document shows how nearly impossible it often was for Jews already under Nazi control to resist openly. They could have no realistic hope of success. Yet in this case and several others, Jews did resist the Nazis directly, both in the ghettos and in the death camps themselves. Moreover, Jewish partisans not under Nazi control fought in small bands throughout occupied Europe.

The Warsaw Ghetto Uprising

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Document 1: A Primary Source

To the Jewish Masses in the Ghetto

On January 22, 1943, six months will have passed since the deportations from Warsaw began. We all remember well the days of terror during which 300,000 of our brothers and sisters were cruelly put to death in the death camp of Treblinka. Six months have passed of life in constant fear of death, not knowing what the next day may bring. We have received information from all sides about the destruction of the Jews in Poland, in Germany, in the occupied territories. When we listen to this bitter news we wait for our own hour to come, every day and every moment. Today we must understand that the Nazi murderers have let us live only because they want to make use of our capacity to work to our last drop of blood and sweat, to our last breath. We are slaves. And when the slaves are no longer profitable, they are killed. Every one among us must understand that, and every one among us must remember it always.

During the past few weeks certain people have spread stories about letters supposedly received from Jews deported from Warsaw, who were said to be in labor camps near Minsk or Bobruisk. Jews in your masses, do not believe these tales. They are spread by Jews who are working for the Gestapo. The blood-stained murderers have a particular aim in doing this: to reassure the Jewish population in order that later the next deportation can be carried out without difficulty, with a minimum of force and without losses to the Germans. They want the Jews not to prepare hiding-places and not to resist. Jews, do not repeat these lying tales.

Do not help the [Nazi] agents. The Gestapo’s dastardly people will get their just desserts. Jews in your masses, the hour is near. You must be prepared to resist, not to give yourselves up like sheep to slaughter. Not even one Jew must go to the train. People who cannot resist actively must offer passive resistance, that is, by hiding. We have now received information from Lvov that the Jewish Police there itself carried out the deportation of 3,000 Jews. Such things will not happen again in Warsaw.

Now our slogan must be: Let everyone be ready to die like a man!

Source Information: When possible, Jews did try to resist the Nazis, both in the ghettos and as partisan fighters in various countries at war with Germany. One of the most famous examples of this was the Warsaw Ghetto uprising of April 1943. The uprising took place after 300,000 ghetto residents were deported to be

Assessment 9 *Basic Level***Adolf Eichmann on Trial**★ *Integration of Knowledge and Ideas*

- 9. (6–8)** Analyze the relationship between a primary and secondary source on the same topic.

★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Eichmann basically claims he was only following orders in a wartime situation where he had little choice. He admits to participating in the Holocaust, but he describes this in a somewhat passive way, saying, "It was my misfortune to become entangled in these atrocities." Later, he says, "I did not persecute Jews with avidity and passion." His defense seems to be that he was not enthusiastic about carrying out the orders he was given, and he depicts himself as otherwise powerless to do anything about the situation. Answers to the second assessment question may vary. Document 2 shows that Eichmann was an active member of the Nazi party from an early stage and rose to a position of importance in it by the time of World War II. Moreover, he was high up in the hierarchy when the extermination of the Jews became policy, and he played a key role in organizing the "final solution." Many will find it hard to believe he would have had such responsibilities had he acted reluctantly, as he claims in his final testimony. On the other hand, Document 2 reveals nothing about Eichmann's personal ideas or his inner states of mind during his career as a Nazi official. In other words, the documents together are open to varying interpretations. Eichmann's story is definitely one worth discussing in greater detail.

Adolf Eichmann on Trial

Directions: This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

I have heard the Court's severe verdict of guilty. I see myself disappointed in my hopes for justice. I cannot recognize the verdict of guilty. I understand the demand for atonement for the crimes which were perpetrated against the Jews. The witnesses' statements here in the Court made my limbs go numb once again, just as they went numb when once, acting on orders, I had to look at the atrocities. It was my misfortune to become entangled in these atrocities. But these misdeeds did not happen according to my wishes. It was not my wish to slay people. The guilt for the mass murder is solely that of the political leaders.

I did try to leave my position, to leave for the front, for honest battle. But I was held fast in those dark duties. Once again I would stress that I am guilty of having been obedient, having subordinated myself to my official duties and the obligations of war service and my oath of allegiance and my oath of office, and in addition, once the war started, there was also martial law.

This obedience was not easy. And again, anyone who has to give orders and has to obey orders knows what one can demand of people. I did not persecute Jews with avidity and passion. That is what the government did. Nor could the persecution be carried out other than by a government. But I never . . . I accuse the leaders of abusing my obedience. At that time obedience was demanded, just as in the future it will also be demanded of the subordinate. Obedience is commended as a virtue.

May I therefore ask that consideration be given to the fact that I obeyed, and not whom I obeyed.

Source Information: This passage is a part of Nazi official Adolf Eichmann's testimony at his trial in Israel in 1961. He made this statement after being found guilty of crimes against the Jewish people, specifically his role in the Holocaust. His statement is quoted from "The Trial of Adolf Eichmann," PBS.org via The Holocaust History: A People's History of Holocaust and Genocide.

Document 2: A Secondary Source

Adolf Eichmann (1906-1962) joined the Nazi party early, in 1932, and rose to a position of authority during Hitler's dictatorial rule. In the late 1930s, he was a key figure in efforts to force the emigration of Jews from Germany and Austria. As World War II approached, deportation of Jews replaced emigration as a key strategy. Eichmann also played a major role in this stage of Hitler's efforts to make Germany "Jew-free."

Starting in 1941, Eichmann worked with other top Nazi officials to plan and implement Hitler's "Final Solution" to the Jewish Question—that is, the deportation of millions of Jews to ghettos and then to the extermination camps. His efforts focused on coordinating the transportation of more than a million Jews from many parts of Europe to camps in Poland and elsewhere to be executed or worked to death as slave laborers. He was in charge of a group of agents who organized deportations of Jews from many regions occupied by Germany during the war and from the nations that were Germany's allies in the war.

After the war, Eichmann was held in U.S. prisoner of war camps but twice managed to escape. He went into hiding to avoid being put on trial for war crimes at Nuremberg. Later he was able to make his way to Argentina where he lived for several years using various aliases. However, in 1960, Israeli agents found and captured him. They brought him to Israel and put him on trial for crimes against the Jewish people. He was found guilty and was hanged at midnight, May 31/June 1.

Source Information: This brief biography is a secondary source document. It summarizes the life of Adolf Eichmann, who was sentenced to die by an Israeli court for his part in the Holocaust. As a secondary source, this document is not evidence from the Nazi era in Germany or from the trial in Israel. It is a later account by someone writing about those earlier events. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment Questions

1. In Document 1, Eichmann does not deny his role in the Holocaust. However, he still says the guilty verdict against him is unjust. What argument does he make in his defense?
2. Does Document 2 support or undercut Eichmann's defense of himself? Cite details from both documents to support your answer.

Assessment 9 *Advanced Level*

Adolf Eichmann on Trial

★ Integration of Knowledge and Ideas

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that Eichmann basically claims he was only following orders in a wartime situation where he had little choice. His defense seems to be that he was not enthusiastic about carrying out the orders he was given, and he depicts himself as otherwise powerless to do anything about the situation. Document 2 shows that Eichmann was an active member of the Nazi party from an early stage and was high up in the hierarchy when the extermination of the Jews became policy. He obviously played a key role in carrying out that policy. Many will find it hard to believe he would have had such responsibilities had he acted reluctantly, as he claims to have done. On the other hand, Document 2 reveals nothing about Eichmann's personal ideas or his inner states of mind during his career as a Nazi official. Answers to this question will vary and should be discussed. Answers to the second assessment question may also vary. These two documents alone cannot help much in arriving at a firm answer. Eichmann was not an insignificant figure in the Nazi regime, but his story does raise the question of how much room various lower-level Nazi functionaries would have had to resist orders or speak out. Nor do the documents resolve the question of whether fear of punishment, even death, would be an excuse for remaining silent. These and other questions should be discussed thoroughly.

Adolf Eichmann on Trial

Directions: This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources **(11–12)**. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

I have heard the Court's severe verdict of guilty. I see myself disappointed in my hopes for justice. I cannot recognize the verdict of guilty. I understand the demand for atonement for the crimes which were perpetrated against the Jews. The witnesses' statements here in the Court made my limbs go numb once again, just as they went numb when once, acting on orders, I had to look at the atrocities. It was my misfortune to become entangled in these atrocities. But these misdeeds did not happen according to my wishes. It was not my wish to slay people. The guilt for the mass murder is solely that of the political leaders.

I did try to leave my position, to leave for the front, for honest battle. But I was held fast in those dark duties. Once again I would stress that I am guilty of having been obedient, having subordinated myself to my official duties and the obligations of war service and my oath of allegiance and my oath of office, and in addition, once the war started, there was also martial law.

This obedience was not easy. And again, anyone who has to give orders and has to obey orders knows what one can demand of people. I did not persecute Jews with avidity and passion. That is what the government did. Nor could the persecution be carried out other than by a government. But I never . . . I accuse the leaders of abusing my obedience. At that time obedience was demanded, just as in the future it will also be demanded of the subordinate. Obedience is commended as a virtue.

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Document 2: A Secondary Source

Adolf Eichmann (1906-1962) joined the Nazi party early, in 1932, and rose to a position of authority during Hitler's dictatorial rule. In the late 1930s, he was a key figure in efforts to force the emigration of Jews from Germany and Austria. As World War II approached, deportation of Jews replaced emigration as a key strategy. Eichmann also played a major role in this stage of Hitler's efforts to make Germany "Jew-free."

Starting in 1941, Eichmann worked with other top Nazi officials to plan and implement Hitler's "Final Solution" to the Jewish Question—that is, the deportation of millions of Jews to ghettos and then to the extermination camps. His efforts focused on coordinating the transportation of more than a million Jews from many parts of Europe to camps in Poland and elsewhere to be executed or worked to death as slave laborers. He was in charge of a group of agents who organized deportations of Jews from many regions occupied by Germany during the war and from the nations that were Germany's allies in the war.

After the war, Eichmann was held in U.S. prisoner of war camps but twice managed to escape. He went into hiding to avoid being put on trial for war crimes at Nuremberg. Later he was able to make his way to Argentina where he lived for several years using various aliases. However, in 1960, Israeli agents found and captured him. They brought him to Israel and put him on trial for crimes against the Jewish people. He was found guilty on December 11, 1961 and was hanged at midnight, May 31/June 1, 1962.

Source Information: This brief biography is a secondary source document. It summarizes the life of Adolf Eichmann, who was sentenced to die by an Israeli court for his part in the Holocaust. As a secondary source, this document is not evidence from the Nazi era in Germany or from the trial in Israel. It is a later account by someone writing about those earlier events. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment Questions

1. In Document 1, Eichmann says of the Holocaust, "these misdeeds did not happen according to my wishes. It was not my wish to slay people." Does Document 2 support this claim of his? Why or why not?
2. Are there degrees of guilt for the Holocaust, or do all those who took part in it in any way bear equal responsibility? Why or why not?

Writing Assessment 1

The Holocaust

★ The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do* or *do not* agree with the following statement:

“Hitler and the Nazis could not have carried out the Holocaust without the willing participation of all Germans and many other Europeans as well. All are equally to blame.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *The Holocaust* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

Writing Assessment 2

The Holocaust

★ *The College and Career Readiness Anchor Standard for Writing*

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be formative more than summative. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ *Evaluating Student Responses to Writing Assessment 2*

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

The Holocaust is not an easy subject to read and learn about. This is especially true for young children. Pretend you are a high school history teacher. A group of fifth-grade teachers in your district ask you for advice on this matter. They want their students to learn about the Holocaust. They ask you to choose some primary sources and use them to write an essay explaining the Holocaust in a way fifth graders can understand and handle. From the documents for this assessment set, choose four that you think fifth-grade students can read and benefit from. Support your essay's explanation of the Holocaust by making careful use of these documents.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in *The Holocaust* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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