

Unit 1 / Lesson 1.1 / Lesson Quiz

Name: _____

Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Circle the correct answers below.

1. Anti-Judaism is based upon?
 - a. Race
 - b. Country of origin
 - c. Religion and culture
 - d. Jews becoming acceptable in European society
2. The Edicts of Tolerance
 - a. Separated Jews from society
 - b. Fostered conversion to Christianity
 - c. Suppressed the prominence of Jews in society
 - d. Granted basic rights to Jews including citizenship
3. The Black Death and Blood Libel are falsehoods that
 - a. Were not supported by the Christian population
 - b. Only happened during the Age of Pseudoscience
 - c. Made the Jews seem less mysterious and dangerous
 - d. Were blamed on the Jews, resulting in Jews being attacked and murdered
4. The concept of antisemitism is based on?
 - a. "Race"
 - b. Culture and Religion
 - c. The Age of Enlightenment
 - d. The *Protocols of the Elders of Zion*
5. The *Protocols of the Elders of Zion*
 - a. Is an economic text
 - b. Has been dismissed by antisemites
 - c. Was only published in the United States
 - d. Is a total fabrication, containing lies and falsehoods about Jews that promoted antisemitism

Unit 1 / Lesson 1.1 / Lesson Quiz

Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Lesson Quiz with Answers Highlighted and Bolded

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Unit 1 / Lesson 1.2 / Lesson Quiz

Name: _____

Unit 1: The Context

Lesson 1.2: The Early Interwar Period

Circle the correct answers below.

1. Germans thought that World War I was lost because
 - a. There were traitors in Germany
 - b. The Kaiser did not have military experience
 - c. The German navy did not have enough experience
 - d. The German military was not well equipped to fight
2. The Treaty of Versailles led to
 - a. Economic prosperity for Germany
 - b. An increase in territory for Germany
 - c. The rise of right-wing groups in Germany
 - d. An increase in military spending in Germany
3. 1923 was a turning point for the Weimar Republic because
 - a. Hitler led the Beer Hall Putsch but was not arrested or charged with high treason
 - b. Hitler and the Nazi Party were able to overtake the government at the Beer Hall Putsch
 - c. Hyperinflation caused an economic crisis, unemployment was high, and the cost of goods and services rose
 - d. People had faith in the government and were supporting programs for economic recovery
4. In 1924, the Nazi Party
 - a. Received a large number of votes and won the election
 - b. Received a small number of votes and lost the election
 - c. Created a coalition of parties in order to have majority of seats in the Reichstag
 - d. Was a centrist party that had many seats but not a majority of seats in the Reichstag
5. Hitler was named Chancellor
 - a. Because President von Hindenburg had no other option
 - b. Because the great depression was over, and people were working
 - c. Because the Nazi Party won the majority of seats in the Reichstag
 - d. Because he was a champion of equal rights for all German citizens including Jews

Unit 1 / Lesson 1.2 / Lesson Quiz

Unit 1: The Context

Lesson 1.2: The Early Interwar Period

Lesson Quiz with Answers Highlighted and Bolded

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Unit 2 / Lesson 2.1 / Lesson Quiz

Name: _____

Unit 2: Nazism In Power

Lesson 2.1: Hitler's Rise to Power

Circle the correct answers below.

1. Which was not a Nazi core belief?
 - a. Social Darwinism
 - b. Antisemitism
 - c. Nationalism
 - d. Communism
2. How many elections did the Nazi Party win a majority?
 - a. 0
 - b. 1
 - c. 2
 - d. 3
3. Which of the following is a method used by Hitler and the Nazi Party to consolidate power?
 - a. Capitalized on the political activism of the German people
 - b. Utilized violence against and shamed anyone who did not comply with Nazi edicts
 - c. Supported social services to help those in need
 - d. Fostered support for international mandates under the Treaty of Versailles
4. What did the SS, SA, Army, and Police all have in common?
 - a. Tried to suppress violence
 - b. Ensured that everyone had a fair trial
 - c. Did not use fear as a weapon against people
 - d. Focused on enemies of the State, which included the Jews and anyone who did not fit into Nazi racial policy
5. Based on the Nazi State hierarchy, who had the final say on everything?
 - a. The SA
 - b. The SS
 - c. Hitler
 - d. German citizens

Unit 2 / Lesson 2.1 / Lesson Quiz

Unit 2: Nazism In Power

Lesson 2.1: Hitler's Rise to Power

Lesson Quiz with Answers Highlighted and Bolded

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Unit 2 / Lesson 2.2 / Lesson Quiz

Name: _____

Unit 2: Nazism in Power

Lesson 2.2: “The Jewish Question”

Circle the correct answers below.

1. What did emancipation do for the Jews?
 - a. Segregated schools
 - b. Antisemitism lessened
 - c. Jews became full and equal citizens
 - d. Created more restrictions for the Jews
2. All of the following were true of the Jewish community in Europe in the decades prior to World War II except:
 - a. Jews lived in almost every country in Europe
 - b. The Jewish community was restricted to living in ghettos
 - c. In 1933, there were approximately 9.5 million Jews in Europe
 - d. The Jewish community was culturally, politically, and religiously diverse
3. How did German laws regarding the Jews change from 1935 to 1938?
 - a. Fewer laws were needed
 - b. Fewer pogroms occurred
 - c. The laws became harsher
 - d. They helped Germans understand Judaism
4. What was the goal of the press and publishing companies?
 - a. To help all citizens recognize propaganda
 - b. To support Jewish children in their studies
 - c. To educate the public to remove the Jews from society
 - d. To educate the public about the good things that Emancipation did for Germany
5. Which of the following was not in Nazi Germany’s plan to answer “The Jewish Question?”
 - a. The Atlantic Charter
 - b. The Madagascar Plan
 - c. The Nuremberg Laws
 - d. The “Final Solution”

Unit 2 / Lesson 2.2 / Lesson Quiz

Unit 2: Nazism in Power

Lesson 2.2: “The Jewish Question”

Lesson Quiz with Answers Highlighted and Bolded

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Unit 2 / Lesson 2.3 / Lesson Quiz

Name: _____

Unit 2: Nazism in Power

Lesson 2.3: Complicity of the Elites

Circle the correct answers below.

1. Why were judges and lawyers important to the Nazi Party?
 - a. They supported individual rights for all citizens
 - b. They defended Hitler if he was charged with a crime
 - c. They crafted new laws for individual freedom
 - d. They crafted new laws and made judicial decisions for the state and Nazi Party
2. Why were medical professionals important to the Nazi Party and the implementation of the T4 program?
 - a. Physicians could contact families to learn about patients
 - b. Physicians could prescribe medicine to help patients
 - c. Physicians identified people to be murdered, administered the programs, and participated in murder
 - d. Only physicians could write letters of condolences to families of people who died
3. Why was big business important to the Nazi Party?
 - a. They could pay more taxes
 - b. They could monitor Jewish businesses
 - c. They could hire more people so unemployment would go down
 - d. They could provide capital and finished products for the war effort
4. Why were teachers important to the Nazi Party?
 - a. To instill a good work ethic in all students
 - b. To instill good study habits to recognize propaganda
 - c. To instill Nazi ideals and loyalty in the next generation while encouraging antisemitism and racism
 - d. To instill morals and values to support students and families during wartime
5. Why was the participation of all four groups critical to the Nazi Party?
 - a. It was critical to support families during wartime
 - b. It was critical in the Nazis' plan to dominate German society
 - c. It was critical in their plan to bring religious freedom to the people of Germany
 - d. It was critical to show the world how Germany was taking care of all segments of society

Unit 2 / Lesson 2.3 / Lesson Quiz

Unit 2: Nazism in Power

Lesson 2.3: Complicity of the Elites

Lesson Quiz with Answers Highlighted and Bolded

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Unit 3 / Lesson 3.1 / Lesson Quiz

Name: _____

Unit 3: Impediments to Escape Lesson 3.1: Refugee Policy

Circle the correct answers below.

1. Which of the following was an outcome of the Évian Conference?
 - a. Nothing happened to help the Jews of Germany
 - b. Costa Rica accepted 500 Jews to work in factories
 - c. The *MS St. Louis* brought Jewish refugees to Cuba where they were permitted to disembark
 - d. The Dominican Republic agreed to accept a relatively small number of Jews
2. What part did the Kindertransport play in successful emigration of Jewish children prior to September 1, 1939?
 - a. Planes brought families from Germany, Austria, and Czechoslovakia to the United States
 - b. Children were transported from Germany, Austria, and Czechoslovakia to Great Britain
 - c. Adults were transported from Germany, Austria, and Czechoslovakia to Switzerland
 - d. Ships brought children from Germany, Austria, and Czechoslovakia to the Dominican Republic
3. Which of the following was not a barrier to Jewish emigration from Nazi Germany?
 - a. Quotas
 - b. Antisemitism
 - c. Easy application process
 - d. The policies of the U.S. State Department
4. How did Kristallnacht influence America's response to the plight of German Jews?
 - a. People approved of the Nazi treatment of Jews but changed the immigration policy
 - b. People disapproved of the Nazi treatment of Jews and changed the immigration policy
 - c. People approved of the Nazi treatment of Jews but did nothing to change the immigration policy
 - d. People disapproved of the Nazi treatment of Jews but did nothing to change the immigration policy
5. Identify which of the following goals American Jews failed to achieve.
 - a. Raising funds to sponsor refugees
 - b. Helping President Roosevelt to change immigration policy
 - c. Holding rallies to show support for German Jews
 - d. Protesting Nazi Persecution of German Jews

Unit 3 / Lesson 3.1 / Lesson Quiz

Unit 3: Impediments to Escape

Lesson 3.1: Refugee Policy

Lesson Quiz with Answers Highlighted and Bolded

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Unit 4 / Lesson 4.1 / Lesson Quiz

Name: _____

Unit 4: The New Order in Europe

Lesson 4:1: The New Order in Europe

Circle the correct answers below.

1. What event officially began World War II?
 - a. Russia invaded Poland
 - b. Germany invaded Poland
 - c. Britain announced they were at war with Germany
 - d. Vichy France announced they were allies with Germany
2. Which of the following countries in Western Europe was NOT conquered by Nazi Germany after the invasion of Poland?
 - a. Spain
 - b. Belgium
 - c. Netherlands
 - d. Luxembourg
3. Why was the invasion of the Soviet Union a turning point in the war?
 - a. The *Einsatzgruppen* led Germany to a slow victory
 - b. Soviet civilians and prisoners of war banded together to support Germany
 - c. Germany failed to conquer the Soviet Union quickly and was increasingly on the defensive
 - d. By invading the Soviet Union, Nazi Germany was able to secure supplies for their military
4. What was a goal of German occupation?
 - a. To create governments that treated all people fairly
 - b. To help newly acquired territories become independent
 - c. To create a racially pure population through ethnic cleansing
 - d. Redistribution of Jewish property to support the elderly Jewish population
5. Which of the following was not a consequence of German occupation?
 - a. The occupied population was required to learn German
 - b. Governments were politically reorganized
 - c. National treasuries were looted
 - d. National museums had their art stolen

Unit 4 / Lesson 4.1 / Lesson Quiz

Unit 4: The New Order in Europe

Lesson 4:1: The New Order in Europe

Lesson Quiz with Answers Highlighted and Bolded

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Unit 5 / Lesson 5.1 / Lesson Quiz

Name: _____

Unit 5: Jews in the Nazi Grip

Lesson 5.1: The Ghettos in the East

Circle the correct answers below.

1. What is true of an open ghetto?
 - a. Enclosed by very high walls and gates which were locked
 - b. Unable to work outside the ghetto
 - c. Virtually impossible to smuggle items into the ghetto
 - d. There could occasionally be some forms of interaction of residents with the outside world
2. What is true of a closed ghetto?
 - a. Very few ghettos were closed
 - b. People could work outside the ghetto
 - c. People could more easily smuggle items into the ghetto
 - d. Germans and their collaborators decided who or what was allowed to enter the ghetto
3. Which statement about the Warsaw Ghetto is false?
 - a. Open ghetto
 - b. Conditions dire
 - c. Largest revolt in a ghetto
 - d. Deportations to Treblinka
4. Which of the following characteristics would have made the Jewish leaders of Łódź feel their position was more secure under the Nazi regime?
 - a. Łódź's position geographically
 - b. The demographics of the Jewish inhabitants of Łódź
 - c. Łódź's economic output and abilities
 - d. The leaders' relationship with Nazi hierarchy
5. Which of the following elements of deportations is not true?
 - a. Jews were aware of the existence of deportations and their destinations
 - b. Deportations were multifaceted events, including the controlling Nazi authorities, the *Judenrat*, and the Jewish police
 - c. Destinations were only to killing centers
 - d. Some deportations were the result of *Aktions*

Unit 5 / Lesson 5.1 / Lesson Quiz

Unit 5: Jews in the Nazi Grip

Lesson 5.1: The Ghettos in the East

Lesson Quiz with Answers Highlighted and Bolded

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Unit 5 / Lesson 5.2 / Lesson Quiz

Name: _____

Unit 5: Jews in the Nazi Grip

Lesson 5.2: Western Europe: Jews in the Nazi Grip

Circle the correct answers below.

1. How were transit camps in the West like ghettos in the East?
 - a. Harsh and punishing
 - b. Medicine was readily available
 - c. Allowed Jews more freedom while waiting for housing
 - d. Food was available
2. Why were transit camps established?
 - a. As killing centers
 - b. To take care of the children
 - c. To streamline and facilitate the deportation of Jews to camps and killing centers
 - d. To prevent Jews from getting sick prior to deportation
3. When the French were ordered to create deportation lists for the Germans, who were usually the first to be included on the list?
 - a. Children
 - b. Foreign born Jews
 - c. The elderly
 - d. The chronically ill
4. What did the Nazis do when they occupied Western Europe?
 - a. Kept Jews in their communities so people could watch them
 - b. Issued anti-Jewish decrees quickly
 - c. Kept students in schools and universities so they knew where they were
 - d. Allowed Jewish properties and businesses to keep working as long as a non-Jew worked there
5. Which of the following was not a goal of the Nazis regarding Western Europe?
 - a. Segregation and isolation of Jews
 - b. Daily terrorization of the Jews in Western Europe
 - c. The wearing of Jewish stars became a legal requirement
 - d. To bring together the Jews so they could have their own society in Western Europe

Unit 5 / Lesson 5.2 / Lesson Quiz

Unit 5: Jews in the Nazi Grip

Lesson 5.2: Western Europe: Jews in the Nazi Grip

Lesson Quiz with Answers Highlighted and Bolded

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Unit 5 / Lesson 5.3 / Lesson Quiz

Name: _____

Unit 5: Jews in the Nazi Grip Lesson 5.3: Resistance

Circle the correct answers below.

1. Which was not a form of resistance?
 - a. Armed resistance
 - b. Resettlement in the East
 - c. Cultural resistance
 - d. Spiritual resistance
2. What is spiritual and cultural resistance?
 - a. Maintaining one's way of life with dignity and humanity
 - b. Partisan efforts
 - c. Talking to the Nazis about the culture of the Jews
 - d. Talking to Germans about the religion of the Jews
3. Why was the Ringelblum Archive so important?
 - a. The materials were secondary sources
 - b. Nazis helped write the history found in the archive
 - c. The archive influenced others in ghettos to create their own archives
 - d. The world would have known very little about Jewish life and resistance in Warsaw and the Warsaw ghetto
4. What advantage did partisans have over the Germans?
 - a. Partisans had more weapons and ammunition
 - b. Partisans were more organized than the Germans
 - c. Partisans knew the lay of the land and how to use the terrain to their advantage
 - d. Partisans only were active in Eastern Europe
5. Which statement is false regarding resistance?
 - a. There were many forms of resistance
 - b. The only right form of resistance was spiritual
 - c. Armed resistance had many obstacles but saved lives
 - d. Spiritual resistance, like archives, provides us with knowledge about life in the ghettos

Unit 5 / Lesson 5.3 / Lesson Quiz

Unit 5: Jews in the Nazi Grip

Lesson 5.3: Resistance

Lesson Quiz with Answers Highlighted and Bolded

1. Which was not a form of resistance?
 - a. Armed resistance
 - b. Resettlement in the East**
 - c. Cultural resistance
 - d. Spiritual resistance
2. What is spiritual and cultural resistance?
 - a. Maintaining one's way of life with dignity and humanity**
 - b. Partisan efforts
 - c. Talking to the Nazis about the culture of the Jews
 - d. Talking to Germans about the religion of the Jews
3. Why was the Ringelblum Archive so important?
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Unit 6 / Lesson 6.1 / Lesson Quiz

Name: _____

Unit 6: The German Killers and Their Methods Lesson 6.1: The Nazi Camp System

Circle the correct answers below.

1. Which of the following is not an accurate description of the purpose of the camps?
 - a. To imprison those opposed to the Nazi regime
 - b. To remove pressure from the existing prison system
 - c. To murder individuals who did not fit into Nazi racial expectations
 - d. To serve as a source of forced or slave labor
2. Of the following statements, which is the most accurate?
 - a. Camps were designated for the exclusive purpose of incarcerating Jewish prisoners
 - b. The majority of camps had mixed functions and served multiple purposes
 - c. Political prisoners were sent to facilities other than camps
 - d. The camps of Auschwitz, Majdanek, and Stutthof were solely classified as death camps
3. What does it mean that the camps “existed outside the legal structure of the German state?”
 - a. No one knew about concentration camps
 - b. Only lawyers could visit people in camps
 - c. People could be rounded up and held in camps indefinitely without trial or access to a lawyer
 - d. People could get a fair trial if their attorney came to camp and there were people from their town who would say they were good citizens
4. Administration of the camps fell onto what person or groups?
 - a. Administration was directly handled by Hitler and his immediate staff
 - b. Local governmental officials managed the administrative duties
 - c. The SS Death’s Head Unit managed the camps, with responsibilities divided among a commandant and the guards
 - d. Business leaders who the camp directly served, such as IG Farben at Auschwitz, were in charge
5. What was the primary purpose of the death march?
 - a. To hide Nazi crimes from the approaching Allied forces
 - b. To relocate prisoners away from the front
 - c. To empty out camps so they could be repurposed for the defense of the Reich
 - d. To move the prisoners to alternative holding areas inside of Germany so they could continue to be used as slave labor

Unit 6 / Lesson 6.1 / Lesson Quiz

Unit 6: The German Killers and Their Methods

Lesson 6.1: The Nazi Camp System

Lesson Quiz with Answers Highlighted and Bolded

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Unit 6 / Lesson 6.2 / Lesson Quiz

Name: _____

Unit 6: The German Killers and Their Methods

Lesson 6.2: Life in Camps

Circle the correct answers below.

1. How did Nazis identify the racial, religious, and ethnic makeup of prisoners?
 - a. Hats
 - b. Badges
 - c. Uniforms
 - d. Neck bands
2. Which of the following was not a focus area of medical experiments conducted by the Nazis?
 - a. Nazi racial and ideological goals
 - b. Survival of the German military
 - c. Testing of drugs and treatments
 - d. Straightening of teeth to prevent disease
3. What event inspired the Treblinka Uprising?
 - a. Sobibór Uprising
 - b. Warsaw Ghetto Uprising
 - c. The Łódź ghetto revolt
 - d. The Auschwitz ghetto revolt
4. What was the goal of the Birkenau Uprising?
 - a. To save children at the camp
 - b. To kill German officers
 - c. To highlight cultural and spiritual resistance
 - d. To destroy the gas chambers and crematoria
5. How successful was armed resistance?
 - a. The attempts stopped the killing of Jews
 - b. The attempts killed a majority of Nazi soldiers at camps
 - c. Most attempts at rebellion and escape were unsuccessful
 - d. Many of the people who resisted escaped and survived the war

Unit 6 / Lesson 6.2 / Lesson Quiz

Unit 6: The German Killers and Their Methods

Lesson 6.2: Life in Camps

Lesson Quiz with Answers Highlighted and Bolded

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Unit 6 / Lesson 6.3 / Lesson Quiz

Name: _____

Unit 6: The German Killers and Their Methods

Lesson 6.3: The *Einsatzgruppen*

Circle the correct answers below.

1. What was Operation Barbarossa?
 - a. Surprise attack against Poland
 - b. Surprise attack against the Soviet Union
 - c. A small military action against Hungary
 - d. A small military action against the Soviet Union
2. Which of the following is not an accurate aspect of the *Einsatzgruppen*?
 - a. The *Einsatzgruppen* were mobile and traveled along the Eastern Front
 - b. There were multiple *Einsatzgruppen* units spread across the Eastern Front
 - c. The *Einsatzgruppen* acted independently and separately from the regular army
 - d. The *Einsatzgruppen* used firearms as their means of killing Jews and other victims
3. Who collaborated with the *Einsatzgruppen*?
 - a. Soviet soldiers
 - b. The *Judenrat* Councils
 - c. Communist party leaders
 - d. Neighbors of the Jews being murdered
4. In what way did the *Einsatzgruppen* lead to the rise of concentration camps and killing centers?
 - a. The leaders of the *Einsatzgruppen* were tired of operating in the Eastern Front
 - b. German military officers thought it best to kill Jews one at a time by shooting
 - c. The operations and mental toll of the mobile killing squads were detrimental to the war effort
 - d. The leadership of the *Einsatzgruppen* did not believe it was feasible to continue into the Soviet Union
5. What was not a result of Operation Barbarossa?
 - a. The operation ultimately led to the defeat of Nazi Germany
 - b. Hundreds of thousands of Soviet prisoners of war and non-Jewish civilians were murdered
 - c. Germany captured major cities, including Stalingrad, in the Soviet Union
 - d. The *Einsatzgruppen* killed some 2 million Jewish men, women, and children

Unit 6 / Lesson 6.3 / Lesson Quiz

Unit 6: The German Killers and Their Methods

Lesson 6.3: The *Einsatzgruppen*

Lesson Quiz with Answers Highlighted and Bolded

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Unit 7 / Lesson 7.1 / Lesson Quiz

Name: _____

Unit 7: Collaboration and its Limits

Lesson 7.1: Collaboration During the Holocaust

Circle the correct answers below.

1. What is the definition of collaboration?
 - a. Hiding Jews and others to save lives
 - b. Fighting with partisans to save your country
 - c. Cooperating and working with an enemy occupier against one's own country
 - d. Cooperating and working with an enemy occupier against someone else's country
2. Countries having a puppet government run by Nazi sympathizers, passing antisemitic laws, rounding up, and deporting Jews are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
3. A police force that collaborated with the Nazis, rounding up and participating in killings and terror programs, and political parties that collaborated with the puppet governments are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
4. People who identified Jews in hiding, worked for the German administration, as concentration camp guards, participated in pogroms, and/or killed Jews are examples of:
 - a. National collaboration
 - b. Individual collaboration
 - c. Organizational collaboration
 - d. Was not an example of collaboration
5. How important was collaboration to the "Final Solution?"
 - a. The Germans most likely could have done this on their own
 - b. Collaboration was a small part of the "Final Solution"
 - c. Collaboration was an essential component of the "Final Solution"
 - d. Collaboration was not important to the "Final Solution"

Unit 7 / Lesson 7.1 / Lesson Quiz

Unit 7: Collaboration and its Limits

Lesson 7.1: Collaboration During the Holocaust

Lesson Quiz with Answers Highlighted and Bolded

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Unit 8 / Lesson 8.1 / Lesson Quiz

Name: _____

Unit 8: Rescuing Jews – Means and Obstacles Lesson 8.1: Rescue During the Holocaust

Circle the correct answers below.

1. What is not an example of help provided to Jews during the Holocaust?
 - a. Providing food to a Jewish person
 - b. Hiding a child in a home
 - c. Not pointing out a Jewish neighbor
 - d. Helping someone sew their yellow star on their coat
2. What is meant by “choiceless choices?”
 - a. There were no good options
 - b. You made the correct choice
 - c. There were only good options
 - d. You made the one wrong choice
3. Which of the following would be most helpful for a Jewish person trying to “pass” as a non-Jew?
 - a. Being male
 - b. Having blond hair and blue eyes
 - c. Speaking only Yiddish
 - d. Having no financial resources
4. What was a common punishment in Western Europe for saving or helping Jews?
 - a. The person would be killed
 - b. The entire family would be killed
 - c. The person might be sent to a concentration camp
 - d. The entire town or village would be punished
5. Why do rescuers offer a legacy of hope?
 - a. There were many rescuers
 - b. It makes it acceptable to be a bystander
 - c. It takes a person with special characteristics to be a rescuer
 - d. Because they existed

Unit 8 / Lesson 8.1 / Lesson Quiz

Unit 8: Rescuing Jews – Means and Obstacles

Lesson 8.1: Rescue During the Holocaust

Lesson Quiz with Answers Highlighted and Bolded

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Unit 9 / Lesson 9.1 / Lesson Quiz

Name: _____

Unit 9: Aftermath

Lesson 9.1: Liberation and Afterwards

Circle the correct answers below.

1. What was General Eisenhower's fear about the future?
 - a. People would forget about the Holocaust
 - b. People would write books about the Holocaust
 - c. People would not care that the Holocaust happened
 - d. People would deny the Holocaust happened and create propaganda to say that the Holocaust never happened
2. Which of the following was not a characteristic of the displaced persons (DP) camps?
 - a. DP camps were located in several countries in Europe
 - b. Jewish refugees were forced to go to DP camps
 - c. DP camp conditions were often difficult and resources were limited
 - d. Some DP camps were converted concentration camps
3. Which of the following aspects of the Nuremberg Trials is true?
 - a. The trials were administered by France, Great Britain, and the United States
 - b. The trials were based around military tribunals from the end of World War I
 - c. The trials included the charge of crimes against humanity and war crimes
 - d. The trials were held together in a single series of meetings
4. What is the statute of limitations for war crimes, crimes against humanity, and genocide?
 - a. 10 years
 - b. 25 years
 - c. 50 years
 - d. There is no statute of limitations
5. Why was the Holocaust unprecedented?
 - a. Many people were rescued
 - b. Jews were the only people murdered
 - c. Very few people collaborated with the Nazis
 - d. This scale of murder has not been seen before or since

Unit 9 / Lesson 9.1 / Lesson Quiz

Unit 9: Aftermath

Lesson 9.1: Liberation and Afterwards

Lesson Quiz with Answers Highlighted and Bolded

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