LESSON MAKER PRO

Choices and Consequences

Trace how people and businesses helped Nazi policies work.

HIGH SCHOOL · SS24.HOS.16

SS24.HOS.16 "Critique the role that bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups.* 16a Analyze how corporate complicity aided Nazi goals.*"

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use the facts on your TOPIC card.
2. Compare actions, choices, and power.
3. Play a MOVE card only when its starter fits what you say.
4. You may agree, differ, or keep an evidence-supported view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card for your group.
2. Take one ROLE card each. With three players, share the unclaimed role.
3. Shuffle three copies of the six MOVE cards. Deal four to each player.
4. Discuss for eight minutes. Finish a starter aloud, then play that card to the middle.
5. Stop at eight minutes, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I compared the roles of people who ordered, aided, or stood by during a Nazi policy.
- [ ] I explained how a business choice helped a Nazi goal.
- [ ] I supported a claim with a fact from the TOPIC card.
- [ ] I stated my view honestly, whether it stayed the same or changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Factory Labor

IG Farben used prisoners as forced labor at its plant near Auschwitz. How did the company and Nazi officials each help this policy work?

TOPIC

Seized Businesses

Nazis seized Jewish-owned businesses, and some firms bought them at forced low prices. How did officials, buyers, and onlookers differ in their roles?

TOPIC

Frozen Accounts

Nazi authorities restricted Jewish people's access to their money, and banks enforced those restrictions. How did the choices of officials, banks, and bystanders affect the policy?

ROLE CARDS · one per player

ROLE

Role Spotter

Watch for who ordered a policy, who helped carry it out, and who stood by.

ROLE

Power Tracker

Compare what each person or group could control.

ROLE

Business Watch

Track how a firm's decisions helped a Nazi policy work.

ROLE

View Keeper

Help the group state its shared view or any differences that remain.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME ROLE

"I would call this actor a ____ because ____."

MOVE CARD

COMPARE POWER

"Compared with the people who ordered the policy, this actor ____."

MOVE CARD

TRACE BUSINESS

"The company's choice helped Nazi goals by ____."

MOVE CARD

EXPLAIN EFFECT

"That business decision made the policy easier to carry out because ____."

MOVE CARD

CITE DETAIL

"A detail on the card that supports my point is ____."

MOVE CARD

STATE VIEW

"Our final view, including any differences, is ____."

Cards last longer on thick paper.

Choices and Consequences

RUNNING THE ROUNDS

Run one eight-minute round per topic, or choose fewer topics if time is short. If participation is uneven, invite quieter players to use their roles, but do not require anyone to play every card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I would call IG Farben a collaborator because it used prisoners as forced labor.
Sam	The company's choice helped Nazi goals by putting imprisoned people to work at its plant.
Eli	A detail on the card that supports my point is that the plant was near Auschwitz.
Maya	Compared with the people who ordered the policy, this actor ran a plant rather than ordering the imprisonment.
Sam	Our final view, including any differences, is that we agree Nazi officials ordered the policy and IG Farben helped carry it out.

LISTEN FOR

- Distinguishes ordering a policy from helping carry it out or standing by.
- Explains how a specific business decision aided Nazi goals.
- Uses a topic-card fact to support a claim.
- States agreement or unresolved differences without inventing a change of mind.

There are no right answers to the topic cards. Score the moves students make, not their opinions.